

The Revealers

The first three activities are “All-School Activities” and are expected to be done with your Advisory for our “One Book, One School” endeavor.

1. Students will answer the following **Open Response Question** on **Wednesday, September 5th**

If the book, *The Revealers*, was made into a movie and you were offered a part, which character would you want to play? Be sure to name the specific character and tell how you are either like or unlike this character and why you would want to portray him or her.

2. **Team Illustration (Story Map)** of assigned chapters on large paper (provided). Each team will be assigned 4 chapters of the book to illustrate. Be sure to include the off team teachers in planning this activity. Chapters are not numbered, however they are given titles. Page numbers are also listed. These will be hung in the hallway in the team corridors on September 20th before the arrival of the author on the 21st.

Amethyst: Richie - Pop Quiz p. 3 -30

Amber: Anatosaurus - Bird Boy p. 31 - 59

Jade: Vulcanizing - Social Studies p. 60 - 89

Sapphire: Radio Free Geekowitz - Trouble Center p. 90 - 127

Garnet: Sickologists - Tater Tots p. 128 - 164

Emerald: The Natural Order - Reflected Glory p. 165 - 202

LC: The Whole Story p. 203 - 207

3. **Choose ONE** of the following activities and use it to decorate your classroom door. Your door must be complete by September 20.
 - Word Splash from the book
 - Say Something Campaign** (see next page)
 - Illustrate a quote from the book
 - Illustrate a line from a song (lyrics will be provided for several songs dealing with bullying)
 - What bullying feels and/or looks like

****Say Something Campaign****

Introduce the idea to "Say Something" when teasing or bullying occurs. Work with students to identify interventions and strategies that are helpful and appropriate. Next divide students into small groups and challenge them to come up with a slogan and logo or graphic for the campaign. Allow each group to present its ideas, and then help the class to settle on a final concept for your door.

Constructive Responses to Bullying

Targets of bullying can...

- Walk away from or avoid settings and situations in which bullying occurs
- Ignore negative comments and behavior
- Seek out adults at school for help
- Try to stand confident and use I-statements to stop the negative behavior
- Use humor to diffuse a situation
- Look to others who have had similar experiences for friendship and support
- Seek activities and relationships that make them feel good about themselves
- Express feelings in a diary or journal
- Talk about experiences and feelings with trusted family members, teachers, counselors, or friends

Bystanders to bullying can...

- Avoid laughing or joining in when bullying occurs
- Tell the student who is bullying to stop
- Encourage other bystanders to be supportive
- Say something kind or supportive to the target of bullying
- Invite the student who is being bullied to walk, sit, work or socialize with them
- Encourage the target to talk to an adult about what happened and offer to accompany them
- Tell an adult at school what has happened
- Talk to an adult at home about what has happened

The following are activities to choose from to use in your Advisory before, during, or after "Revealers Week." You are encouraged to do as many activities as possible.

1. Social Grouping Game^{***}

Help students to explore the dynamics of exclusion and inclusion by examining the patterns that they use to group themselves. Place a colored sticker on each student's forehead without letting them see the color. Use four different colors-one white sticker and an even mix of the other three. (The student who receives the white sticker should be capable of handling a simulation about exclusion, and not someone who is typically teased or excluded). As each student receives a sticker, direct him/her to roam around the room in silence. Once all of the students are "roaming," instruct them to "find their group" without asking any questions and without verbal communication of any kind. When students are finished, use the following questions to debrief:

- What were the strategies you used to find your group? Why did you group in this way?
- What did it feel like to be pushed into a group or told by someone else to go into a group?
- What did it feel like to direct people to go into a group or not go into another group?
- Did you like the group you were in? Would you rather have been in another group?
- What about the person who is not in a group? Why didn't anyone accept that person into their group? What did it feel like for the person who wasn't accepted into the group?
- Are there any similarities between the way you grouped and treated one another during this activity and the way you group and treat one another in the playground and other social situations?

2. One Person, Many Roles***

Help students to explore the roles that they have played in the past when teasing or bullying has occurred. Distribute the worksheet, [One Person, Many Roles](#), to each student and ask them to spend 5-10 minutes filling in each square (with words or pictures). Tell students that you will not be collecting the worksheets or asking them to show it to others, and encourage them to be completely honest. When students have finished, introduce the vocabulary that corresponds with each square (A-target; B-perpetrator; C- bystander; D-ally). Ask for volunteers who would like to share one of their squares with the class. Ask each volunteer why s/he chose that particular square, how it felt to be in that role, and what was positive or negative about the way s/he responded in that particular situation. Help the class to see patterns in the way different students have behaved when teasing or bullying occurs. Highlight constructive responses to bullying that come up, and reinforce the importance of being a friend and ally to peers who are the targets of bullying.

ONE PERSON, MANY ROLES WORKSHEET

A) Describe a time when someone's words or actions hurt you.

B) Describe a time when your words or actions hurt someone.

C) Describe a time when you saw teasing or bullying take place and you did not help. Why do you think you didn't help?

D) Describe a time when you helped someone who was being teased or bullied.

3. Being an Ally^{***}

Help students to explore safe and realistic ways in which they can act as an ally to peers who are the targets of name-calling and bullying. Read the scenario, [The New Girl](#), to the class and ask students how the story makes them feel. Introduce the term ally and ask students to define it (someone who helps, supports, or speaks out on behalf of someone else). Ask if anyone in the story acted as an ally to Jane. Label a sheet of chart paper, "Being an Ally," and divide it into two columns titled "Risks" and "Benefits." Ask what risks Stephanie took when she spoke out in defense of Jane (e.g., losing friends, being teased herself). List students' ideas about the risks of being an ally. Ask students what benefits may have come from Stephanie's behavior (e.g., the teasing stopped, Jane felt supported, Stephanie felt proud, both girls made a new friend). List students' ideas about the benefits of being an ally. Tell students that although there are risks involved in being an ally, there are always safe ways that we can help others. Ask students to suggest high-risk and low-risk ways that students in the story might have been an ally to Jane. Divide the class into groups of four and provide each with the [Pyramid of Alliance](#). Instruct each group to brainstorm low, moderate, and high levels of alliance. Allow each group to share their ideas and hang the pyramids on a bulletin board. Reinforce the importance of finding ways-small or large-to be an ally to others when name-calling or bullying occurs.

Jane was new to the school; her family had only recently moved into the area. Because Jane and her family moved a lot, she was used to starting over in new places, but even so it was always hard to meet new friends and get used to new teachers. It was also difficult for Jane to keep up with her studies because she had to care for her brothers and sisters when she came home from school while her parents worked.

As Mr. Borden introduced Jane to the class, some students in the back of the room began to giggle. One student whispered loud enough for others to hear, "Look at that outfit! Does this girl get her clothes from charity, or what?" Others joined in the laughter. Jane knew the laughter because she had heard it many times before. She knew the kids laughed at her clothes because they weren't the latest style, and when they found out that her parents were farm workers, she would be nicknamed "lettuce picker." It had all happened before. Mr. Borden paused for a moment while the giggling stopped and then continued by saying, "Let's all make Jane feel welcome."

As the day continued, Jane felt anything but welcomed. There was a group of girls who giggled every time they looked her way, and when it was time to divide into small groups to work on an assignment, no one in the group even talked to her; in fact, everyone acted as if she was invisible. When lunchtime came, everyone began running to the cafeteria. A few of the girls who had been laughing at Jane all morning, brushed by her and one of them said, as if to no one in particular, "Hope she knows there's no free lunch program at this school." This seemed to be the funniest thing the other girls had ever heard, but as they laughed and continued walking, one of the girls, named Stephanie said, "C'mon, leave her alone, she hasn't done anything to us."

4. Map Activity:

Given a map of BP (or MS or MV for 6th graders) as a class, put dots on areas where students feel or have seen bullying occur and have a discussion about why students think it happens where it does.

5. Bullying Quiz:***

Have the students take the quiz and then discuss the answers. Quiz with answer key will be provided.

6. "I'm sorry" activity:

Have students take a piece of paper (that represent the person who is being bullied) and wrinkle it and step on it and do just about anything they want to harm it EXCEPT rip it into pieces (It must remain whole.). Now have the students tell the paper/student they are sorry and try to straighten out the wrinkles. Try as they might, they won't be able to. Have a discussion about how the paper/person who was bullied feels and how saying "I'm sorry" is easy, but they don't make the hurt/wrinkles go away. Think before you speak/act is the lesson here.

7. Role Playing:

Students will be given different scenarios to act out and discuss whether they are really bullying or not. Videotaping is optional.

8. Discussion Topics:

- **Just Kidding:** Students often say that they are just kidding when teachers see what they think is bullying or inappropriate behavior by students. Discuss the difference between what it feels like for *both* students when someone is just kidding vs. getting bullied.
- **Bullying in the News:** Given current newspaper/magazine/internet articles (provided) on bullying, have a discussion about how the bullying is the same or different than what happens at BP. How can it be prevented? What could other students do?
- **Categories:** What makes us put people into categories such as “nerdy,” “cool,” “in,” “out,” “geek,” etc. What can we do about this kind of stereotyping?
- **Pick a quote from the story** and discuss it with your students.
- **Pick a quote from a song** (provided) and discuss it with your students. You can find most if not all the songs on **youtube** to show the students the video that goes along with the song. **PLEASE PREVIEW THE VIDEOS BEFORE YOU SHOW THEM TO STUDENTS!**
- **Russell says he feels “out” and “hopeless.”***** Do you think this is realistic? Do middle school students really feel this way at BP? How can students help other students to feel “in” or “hopeful?”
- **Physical vs. verbal bullying:** People think that bullying is just physical, but telling lies, purposefully ignoring someone and spreading rumors are also forms of bullying. Which happens more often? Why? What can other students do? What other things do kids do that can be considered bullying? Cyber bullying?
- **Make your bullying experiences public:** Discuss whether students think that making bullying experiences public will really work to reduce bullying at school like the kids in The Revealers did. What can students do to stop/reduce bullying at BP. Talk about bystanders.

More Discussion Questions^{***}

What type of student at Birchland Park seems to get the most respect from peers? How can you tell?

Should there be any consequences for a student teasing another student? Why, or why not?

At school, what is the most comfortable room for you to be in? Why?

What style of clothing would not be 'cool' at Birchland Park? Why?

How many people know your locker combination? How safe do you feel with that?

What can someone do at Birchland Park to become popular? Why is that effective?

At Birchland Park, is it important for students to be aware of cultural and ethnic differences? Why, or why not?

How do you know when you are sitting in the wrong place in the lunchroom?

Do students in your classes treat each other with enough respect? How can you tell?

A new student, who cannot speak a word of English, joins your class. What should your behavior or reaction be to this person? Why?

All activities with superscript^{***} have been taken from Doug's website.