



Socially-based Curriculum Unit: Anti-Bullying Vignettes

Unit Title: Anti-Bullying Vignettes

Time Frame: Six days (5 days preparation + 1 day to present 50 minute performance followed with 10 minute question and answer period)

Unit Developer(s): Wendy McIsaac

Developed for Course Name and Course Code: Dramatic Arts, Grade 11, University/College Preparation (ADA3M)

Strand(s) and Curriculum Learning Expectations Addressed:

Theory Strand

TH1.01: develop the background of a character, using appropriate techniques;

TH2.02: discover how movement and non-verbal communication (tableaux) can be used to portray character, to define relationships among characters, and to communicate dramatic tension.

Creation Strand

CRV.01: interpret a variety of roles/characters, using the techniques of character development;

CRV.02: create an original dramatic presentation, using a variety of strategies; create and present original dramatic work;

CR1.05: create a working script for production, using a variety of strategies – demonstrate the ability to take responsibility, both as an individual and as a member of an ensemble group, when working on a dramatic performance.

Analysis Strand

AN1.07: become aware of the connections between the theatre, themselves, and society;

AN2.01: analyze, through journal writing, discussion, and questioning, the significance of what they have gained from their artistic experiences.

Desired Results

Unit Description:

The focus of this unit is to explore, create self-written scripts and rehearse a series of vignettes as a part of an ensemble that concentrates on bullying in school and the effects bullying has on students' well being.

Although this unit focuses on the process involved in developing an original production, there will be a final evaluation post-unit that will entail performance with an invited audience followed with a 10-minute question and answer period.



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Enduring Understandings / Learning:

The beauty of a unit like this is that it causes a ripple effect of awareness for both the students and their audience. Through focus groups and research students become glaringly aware of their community and the vast array of systems and organizations in place for students and/or their parents to turn to for help. The students will gain personal insights and knowledge by engaging in the process involved in creating multiple characters, roles and presenting them convincingly through various methods involving observation, focus groups, analysis, workshop, rehearsal and performance.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

Students are required to:

1. Submit finished scripts for assessment. Scripts must include methods of discovery: focus groups, Internet, interviews, newspaper, observations, etc.
2. Journals responses before, during and after the unit has finished (appropriate and specific topics will be provided by teacher to target what they know, discover and have learned from the unit).
3. Daily checklist will constitute 10% of the overall evaluation.

Assessment Criteria:

Students' scripts are evaluated using a rubric that identifies Knowledge/Understanding, Thinking/Inquiry, Communication, and Application tools.

The teacher observes students' daily participation. They receive a daily check mark for participating and contributing to the group. (See **Appendix 2**)

They are also assessed individually on their performance.

Journal entries are not evaluated for a percentage of the overall mark but as a means of communicating understanding and acquired knowledge of the project.

Unit Planning Notes

Prior Learning Necessary:

Students are required to spend a lunch period walking the halls and observing issues of bullying (verbal,



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physical, emotional) and interviewing students who are bullied. From this experience they direct focus groups toward pertinent issues as observed in their school halls.

Preparation Notes:

- One week prior to beginning the unit the teacher is advised to invite pertinent members of school and community to attend focus workshop. Participants could include: bullied students, guidance staff, school police officer, social workers, members of the anti-bullying committee and members of the leadership class.
- Teacher also forwards invitations to attend performance to specific classes and administrators at school (see **Appendix 1**).
- Teacher will also visit the school library and confer with the librarian about specific websites, journal, literature and references pertaining to bullying. The librarian and teacher will share these specific areas of information with students when they attend library to research bullying.
- Two days prior to the onset of the unit students are presented with Walk-About Worksheet (**Appendix 2**). Worksheet is discussed and explained. Students will walk the halls at lunch and observe issues of bullying. Students are prepared by way of in-class discussion spawned by the following questions:
 1. What does bullying look and feel like?
 2. Does bullying exist in their school?
 3. Who is affected by bullying?

Learning Plan

Lesson 1: Introduction to the unit. (75 minutes total)

1. Initial group work: (25 minutes)

Students are separated into three groups. Each group responds to the "introduction to the unit questions" (see preparation notes above) and their findings from the Walk-About. Students are given the daily checklist (**Appendix 3**) and provided information and explanations about it. The teacher circulates around the room and helps students to stay focused and work collectively on the project as they begin to compile questions about bullying in their school and begin to brainstorm potential vignettes. Students also receive rubrics indicating evaluative criteria for script (**Appendix 4**) and performance (**Appendix 5**).

2. Library/computer work: (30 minutes)

Students visit the school library to search newspapers, internet, journals and other sources to investigate the gravity of reported issues of bullying. The groups continue to gather information,



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brainstorm, and begin to story board the unit.

3. Come together: **(20 minutes)**

Students share information they have discovered with teacher and classmates. They begin to narrow topics, refine goals and make decisions regarding vignette content. (IE: What issues are pertinent at our school? Where do victims of bullying seek aid?).

4. Homework:

Students are directed to begin to write “skeleton drafts” of scenes for vignettes based upon the day’s discoveries.

Lesson 2: Focus groups (75 minutes total)

1. Invited guest workshop: **(30 minutes)**

Students welcome invited guests and share information. Guests respond and offer advice. Walk-around worksheets are used to compile lists regarding areas of concern. These lists and topics are shared and discussed with guests. The teacher acts as mediator of the focus groups. S/he allocates specific time lines for speakers and guests.

2. Improvisation and workshop **(45 minutes)**

In groups students begin to improvise and workshop and give birth to scenes based on issues of discovery. Students workshop experience is the locus for script creation. Each group is to prepare original scripts (1 tableaux, 1 dramatic, 1 monologue). This is assigned as homework. Students are advised to arrive at class the next day prepared to begin rehearsal of the Anti-bullying Vignettes. Students are given The Four Pillars of Performance handout (**Appendix 7**), which are explained.

Lesson 3: First Rehearsal (75 minutes)

1. Initial Rehearsal: **(60 minutes)**

Review the Four Pillars of Performance prior to beginning work. By this time students have a vested interest in the characters they are performing on stage. At this point the project begins to have substance and meaning for the students who are performing and who have created the scripts. Students stage scripted scenes using scripts for guidance. The teacher/director makes performance notes about each vignettes and students’ performance to be shared with students following rehearsal.

2. Director’s Notes: **(10 minutes)**

The teacher responds to the initial rehearsal performance. Students make amendments to script, characterization and blocking as discussed. (NB: There is plenty of room for praise and accolades for students’ work thus far).

3. Journal Response: **(5 minutes)**

Students write ½ page journal responses about one vignette of their choice and address how it has



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impacted their way of thinking about bullying.

4. Homework: continue to memorize lines over weekend.

Lesson 4: More Rehearsal (75 minutes)

1. Pulling it all together: (60 minutes)

Students should be off script and memorized. There is room for improvisation during performance, although this should be kept to a minimal. The students will perform, fine-tune and “tweak” performances.

2. More Director's Notes: (10 minutes)

The teacher again responds to the progress of rehearsal performance. Amendments to script, characterization and blocking as previously discussed should be incorporated successfully into performance.

3. Journal Response: (5 minutes)

Write in journals about the benefits of teamwork and following directions in the production of the Anti-bullying Vignettes.

4. Homework: Continue memorizing lines bring in props and costumes as required for specific scripts.

Lesson 5: Dress rehearsal (75 minutes)

1. Students perform polished scripts. (60 minutes)
2. Final director's notes and theatre clean up (15 minutes)
3. Finished scripts to be handed in for evaluation.
4. Again, it is highly recommended that the students' achievements be reinforced and accolades given.

Performance:

Invited classes will attend the performance. The performance is followed by a question and answer period. Students are evaluated individually on their performance (**Appendix 5**). The audience will receive a program of events (**Appendix 6**).



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Appendices

Appendix 1 – Sample Invitation to Administrators and Classroom Teachers

Appendix 2 – Walk-About Worksheet

Appendix 3 – Daily Checklist

Appendix 4 – ASSESSMENT RUBRIC - ADA3M - Anti-Bullying Vignette Script

Appendix 5 – ASSESSMENT RUBRIC - ADA3M - Anti-Bullying Vignette Performance

Appendix 6 – Sample Program

Appendix 7 – The Four Pillars of Performance

Other Possible Course Applications

This unit could be enlarged to create a multi-disciplinary unit:

- The media arts department could become involved and create “mock” news reports to add to the dramatization.
- The leadership class could add this to their course content and incorporate “Anti-bullying” mentors into their program.
- The co-op program could implement placements with one of the organizations that spearhead the termination of bullying.
- EMS30: English media studies could add a unit that coincides with the performance date of this unit and explore issues of and the rise of bullying in society.