

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

I Am an Emotional Creature: The Secret Life of Girls

Academic Curriculum – Health

Table of Contents

1. Lesson - *I Am an Emotional Creature*, p. 2-4
2. Mini-Unit - *It's Not a Baby, It's a Maybe*, p. 5-7
3. Mini-Unit – *Drawn to Danger*, p. 8-11
4. Lesson – *Girls Rock*, p. 12-14
5. Mini-Unit – *Let Me In*, 15-22

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

Health Mini-Unit: I Am an Emotional Creature

Subject:

Health, Grades 10-12

Text:

Introduction (Letter from Eve Ensler), I Am an Emotional Creature, Girl Fact: Your left lung is smaller than your right lung to make room for your heart.

Note – You could also extend this lesson by adding the monologue *Things That Give Us Pleasure* to your reading.

Topics:

Emotions, well-being, gender

Time:

Two 45-60 minute periods (Lesson One – Expressing Emotion, Lesson Two – Becoming an Emotional Creature)

Lesson Objective(s):

- Students will explore expression and power of emotion.
- Students will examine acceptance of emotion in society and relationships.
- Student will examine emotion as a fuel for personal growth, activism, and social change.
- Students will identify what gives them pleasure, confidence, and passion.

Notes:

Some previous class discussion of gender difference, stereotypes, and bias may be useful.

Additional Resources:

- Book – *Well Behaved Women Seldom Make History* by Laurel Thatcher Ulrich
- Article – *Emotional Wiring Different in Men and Women* by Robin Lloyd; *LiveScience*; http://www.livescience.com/health/060419_brain_wiring.html

Additional Student Learning Opportunities:

- **Have an Emotional Creature photo/video contest** to create short films and photographs that show Emotional Creatures in action.
- **Do a survey** of girls in your school and community. Ask the question, “What makes you passionate?” Collect responses and share.
- **Make a group anthology** of Emotional Creature music, movies, books, and art.

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

HEALTH MINI-UNIT: I AM AN EMOTIONAL CREATURE

LESSON DAY ONE

Materials:

Copies of monologue and Girl Fact, white board/chalk board or large sheets of paper

Warm-Up Activity (10 Minutes):

- Invite students to list masculine and feminine traits, characteristics, and stereotypes and list on the board or a large sheet of paper.
- Invite students to list as many emotions as they can and write on the board/paper.

Warm-Up Discussion (10-15 minutes):

- How do emotions affect our lives? (Examples – emotions are a way in which we relate to each other, help us perceive and understand, can be an important in how we experience ourselves and the world.)
- What would life be like if people shut down their feelings or passions?

Active Engagement (25-30 minutes):

- Class reads monologue and Girl Fact aloud.
- Discuss -
 - What is going on in this monologue? How does it make you feel?
 - Can you relate to the theme of the monologue?
 - What does it mean to be an emotional creature?
 - How do your feelings and thoughts work together? Is the heart capable of thinking?
 - What do you think the speaker is saying about intuition?
 - Are you ever afraid of your own emotions? Do you ever second-guess or hide your feelings?
 - Do you ever see your friends, parents or others pleasing others and not themselves?
 - Do you always know what you are feeling? When do you not know?
 - When have you stifled or cut off your intensity or passion?
 - What do you think the speaker means when she says, “I can feel the invisible strings in the air”?
 - Do you ever feel like you have to please other people and not yourself? In what situations?
 - How do you see your friends, parents, etc. pleasing others and not themselves?
 - Where do our feelings go? What happens when we shut our feelings down?
 - What would we be if the big door inside us flew open?
 - Who do you know that lives fully in their passion?

Homework Journal Assignment:

- Write a list of 100 things that give you pleasure, confidence, and/or passion.
- What would happen if you let the big door inside you fly open?
- Author Laurel Thatcher Ulrich wrote, “Well behaved women seldom make history.” Do you think this is true? Why?

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

HEALTH MINI-UNIT: I AM AN EMOTIONAL CREATURE

LESSON DAY TWO

Materials:

Copies of Introduction to *I Am an Emotional Creature* (Letter from Eve Ensler)

Warm-Up Discussion (10 minutes):

- Review and discuss responses to the homework journal assignment.
- Do you think that our community has a healthy attitude towards emotions? Why or why not?
- Do you think it is easy to try to please yourself before others? Is there pressure to put other peoples wants and desires before your own?
- Are there things you want to accomplish that other people think you can't?
- How do you think that we could work to follow our own passions? How?

Active Engagement (20-25 minutes):

- Divide the class into small groups of 4-6 students. Ask groups to make a list of people who live fully as passionate and emotional creatures. Have groups devise a plan for their community that would encourage and empower girls. Give the students 15 minutes to meet in their small groups.
- Have each group share what they discussed in their small groups.

Reflection/Wrap-Up (15-20 minutes):

- If you have not done so already, share some information about the author.
- Class reads Introduction/Letter from Eve Ensler aloud. (You may want divide up letter by paragraphs.)
- Invite class to share their thoughts/feelings about the reading.

Homework Journal Assignment:

Write a letter to your "emotional creature" self.

Assessment:

	5/5	4/5	3/5	2/5	1/5
Discussion					
Cooperation					
Journaling					

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

Health Lesson: It's Not a Baby, It's a Maybe

Subject:

Health, Grades 10-12

Text:

It's Not a Baby, It's a Maybe; Girl Fact: Abstinence

Note – You could also extend this lesson by adding the monologue *Asking the Question* to your reading.

Time:

Two 45-60 minute periods (Lesson One – Discussion, Lesson Two – Presentations)

Topics:

Sexuality, decision-making, pregnancy, birth control, abstinence, teen parenthood, abortion, adoption

Lesson Objectives:

- Students will examine a first-person account teen pregnancy.
- Students will discuss sexual activity, teen pregnancy, and decision-making.
- Student will explore social perceptions, response, and community resources to provide effective sex education, increase communication between teens/partners/adults, and provide support to pregnant teenagers/teenage parents.

Notes:

It is recommended that these lessons be presented as a part of more comprehensive sex education unit.

Preparation:

Review additional V-Girls curriculum resources on teenage pregnancy and abortion.

Materials:

Copies of monologue and Girl Fact, white board/chalk board or large sheets of paper

Warm-Up Discussion (10-15 minutes):

- Do you think teenagers are under pressure to be sexually active? Do you think teenagers receive enough or adequate sex education? Why or why not?

Active Engagement (5 minutes):

Read the Girl Fact and monologue aloud.

Class Discussion (20-30 minutes):

- What is going on in this monologue? How does it make you feel?
- What do you think the title of the monologue means?
- Do you think this girl's situation is common? Why or why not?
- What is abstinence?

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

- Why do you think that the speaker in the monologue says, “I was practicing abstinence, but to be honest, I didn’t really know how to apply it”?
- Do you think most teenagers know about birth control or how to use it?
- Do you think most teens who are sexually active talk to their partners about birth control? Why or why not?
- Do you think the girl is taking care of herself? Do you think she is able to get/ask for what she wants?
- Do you think she is pleasing her boyfriend, friend, or mother rather than herself?
- Do you think having sex is more accepted than becoming pregnant? Why or why not?
- Are you afraid of getting pregnant? Do you think getting pregnant as a teen changes your life dramatically?
- What do you think about the Girl Fact? Do you think abstinence-only sex education can be effective? Why or why not?
- Do you think that Carlos should be told about the pregnancy? What reactions do you think he might have to the news? Do you think that he should have a say in what choice the speaker makes?
- Are there other options that the speaker has not considered?
- Why do people have such different opinions on sex education, teenage pregnancy, abortion, and adoption?
- Do you think there is a way to offer adequate sex education and respect differing opinions?
- What advice would you give the character?
- Do you think she is ready to be a mother? Do you think that matters?
- Do feel like you have a choice about having sex? Can you move at the speed you want?
- Do you think there is a difference between sex and love?
- What does it mean to truly love someone?

Group Definition Activity (10 minutes)

- Invite students to define the word “love”. Write the various definitions on the white board/chalk board or a large sheet of paper.
- Have the class come up with a group definition of “love”.
- Do you think there are different kinds of love? How can you tell if love is genuine?
- Why do people have romantic relationships?
- Do you think adults see teenage romance as silly, or that they are just “puppy love”? Do you agree? Why or why not?

Homework:

Choose one of the following issues and write a plan for how to:

- Provide effective sex education for teenagers
- Increase communication between teens and their partners about sex, birth control (including abstinence), pregnancy, decision-making, etc.
- Increase communication between teens and their parents or other adult mentors about sex.
- Increase communication between teens and their sexual partners about sex, birth control (including abstinence), pregnancy, decision-making, etc.
- Provide adequate education, resources, and support for pregnant teenagers

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

- Provide adequate education, resources, and support for teenage parents
- Include research and specific action steps for your topic. Be prepared to present your plan to the class.

Note Regarding Presentations:

You may want to require your students to present a more formal presentation using visual aids or a power point to the class. Make sure to communicate time requirements for presentations and plan your next class session accordingly. This will require an additional class session.

Assessment:

	5/5	4/5	3/5	2/5	1/5
Discussion					
Cooperation					
Journaling					

Additional Resources:

- Planned Parenthood – Fighting for Real Sex Ed,
<http://www.plannedparenthoodaction.org/positions/fighting-real-sex-education-97.htm>
- Centers for Disease Control Report, *Improvements in Sexual and Reproductive Health of Teens and Young Adults Slowing*,
- <http://www.cdc.gov/media/pressrel/2009/r090716a.htm>
- Movie - *Juno*

Additional Student Learning Opportunities:

ART & ACTIVISM

- **Find out** what your school's policy is on sex education.
- If you do not agree with what is being taught in your school's sex education program, **write a letter** to your principals, school board, or state governing body.
- **Make flyers** about teen pregnancy rates and post them or pass them out in school. Bathroom stalls are a great spot to post flyers – you have a captive audience! (Don't forget the boy's bathrooms.)

TO THINK, DREAM, DISCUSS, AND WRITE...

- In this situation so much is unknown for the character. How does facing the unknown bring up mixed emotions? How does facing the unknown conjure up our greatest fears?
- If you got pregnant as a teenager, what do you think you would do? Would you be able to tell your parents? Would you tell the boy? How would you get help? Where would you go for information?
- How does your society/community educate teens about sex and pregnancy? How would you improve it?

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

Health Mini-Unit: Drawn to Danger

Subject:

Health, Grades 9-12

Text:

Bad Boys; Girl Fact: 1 in 5 high school girls say they do not know three adults to whom to turn if they have a problem.

Time:

Three 45-60 minute periods (Lesson One – Expectations, Lesson Two – Stereotypes),

Topics:

Identity, emotional well-being, parental and peer relationships/pressure, substance abuse, cutting, suicide

Mini-Unit Objectives:

- Students will identify behaviors and explore eating disorders, cutting, thoughts of suicide, and other behaviors/compulsions.
- Students will explore emotions, issues and behaviors related to stress, anxiety, and control and will compare/contrast healthy and unhealthy coping mechanisms.
- Students will explore resources in their community for teenagers struggling with these issues.

Notes:

These lessons may be done in a same-sex or coeducational classroom.

Preparation:

Review additional V-Girls curriculum resources on cutting, suicide, and eating disorders.

Terms Students May Be Unfamiliar With:

Ritalin, ADD, Sylvia Plath, Ralph Lauren, panic attack, cutting, bulimia

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

HEALTH MINI-UNIT: DRAWN TO DANGER

LESSON DAY ONE

Materials:

Copies of monologue and Girl Fact, white board/chalk board or large sheets of paper, copies of ID grid template

Warm-Up Discussion (10 minutes):

- Invite students define the following terms and write on the board or large sheets of paper – “perfectionism”, “parental expectations”, “peer pressure”
- Review and clarify terminology as needed (Ritalin, ADD, Sylvia Plath, Ralph Lauren, panic attack, cutting, bulimia).
- Discuss –
 - What’s a bad boy?
 - Are you drawn to danger or dangerous people? Why do you think this is?
 - Do you ever feel like a bad girl? Is this a good thing or a bad thing?

Active Engagement (15-20 minutes):

- Read the Girl Fact and monologue aloud.
- Hand out copies of the ID Grid (or have the students create a grid on their own paper) listing “expectations”, “responses”, and “emotions”. Instruct students to read the monologue again silently and complete the grid. Students will identify expectations placed on the speaker in the monologue, responses to expectations, and emotions they notice in the text. See examples in the grid.

ID Grid:

EXPECTATIONS	RESPONSES	EMOTIONS
<i>Getting straight A's</i>	<i>Trying to control</i>	<i>Troubled</i>

Class Discussion (10 minutes):

- What did you find out by filling out the ID Grid?
- What are the expectations placed on the character?
- What are her responses? Her emotions? Why do you think she feels so much anxiety?
- Do you think the character has other people she can talk to about her feelings? Who?
- Who do you think teenagers should be able to talk to when they are struggling?
- What is going on in this monologue? How does it make you feel?
- Is this situation familiar?
- How do other people’s expectations affect the character? Do you think she is angry or sad?
- Why does the mother put so much pressure on her daughter?
- Do you ever feel like you are failing your parents?
- How can other peoples’ expectations weigh us down?
- Where do we get our ideas of “perfection”?

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

- Is it possible to be “perfect”? How can trying to be perfect be damaging?
- Do people that love you ever pressure you to be something other than yourself? Why do you think that happens?
- How can you deal with other people’s expectations in a healthy way?
- What do you think about the Girl Fact? Can you relate?
- Do you feel you can talk openly to your parents or other adults? Why or why not?
- Would you like to be able to talk openly with adults that you trust?
- Do you think teenagers get better advice from their friends or adults?
- Do you think trust can be built between teenagers and their parents, teachers, or other adult mentors? How?

Homework:

Write a letter to your parent(s) and share with them all the things you wish you could say.

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

HEALTH MINI-UNIT: DRAWN TO DANGER

LESSON DAY TWO

Materials:

Copies of monologue and Girl Fact, white board/chalk board AND large sheets of paper, markers

Warm-Up Discussion (10 minutes):

Reflection on Homework Assignment:

- Invite students to share some of the things they wrote about in their homework. What do you think is most difficult to talk to parents or other adults about?
- Is there anyone you can turn to talk about these things?
- Invite the class to define the word “activist”.
- Do you think you can make a difference with your ideas/plans? Could you/do you see yourself as an activist?

Active Engagement (30-40 minutes):

- Pass out copies of the monologue.
- **Opening Discussion (5 minutes) –**
 - Why do you think the author chose the title *Bad Boys*?
 - What’s a bad boy? A bad girl?
 - Does society have ideals, stereotypes, or expectations about what a “good girl” is? A “good boy”? A “bad girl” or “bad boy”?
 - Are you drawn to danger or dangerous people? Why do you think this is?
 - Do you ever feel like a bad girl? Is this a good thing or a bad thing?
- **Activity (25 minutes) –**
 - Divide the class into small groups of no more than 4 students. Give each group a large sheet of paper and markers. Assign the groups one of the following terms – Good Girl, Good Boy, Bad Girl, Bad Boy.
 - Each group should write their term at the top of their paper and divide the paper into three sections – “Media”, “Parents”, “Peers”. Have each group brainstorm expectations or stereotypes for each category.
- **Discuss (10 minutes) -**
 - Gather the groups back together. Have each share what they discussed in their small groups.
 - Are there negative expectations or stereotypes? Similarities? Differences?
 - Do you think “good girls” are drawn to “bad boys” or vice versa? If so, why?
 - In the monologue, do you think having an ally was positive for her? Was it negative in any way?
 - Do you think there are ways you can challenge the expectations, stereotypes, and pressures teens are under from the media, parents, and their peers? How?

Assessment for Mini-Unit:

	5/5	4/5	3/5	2/5	1/5
Discussion					
Cooperation					
Journaling					

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

Health Lesson: Girls Rock

Subject:

Health, Grades 9-12

Text:

What Do You Like About Being a Girl?; What Don't You Like About Being a Girl?; What's a Good Girl? Things I Like About My Body

Topics:

Gender, well-being, identity, self-image, self-esteem

Time:

One 45-60 minute period

Lesson Objective(s):

- Students will explore different facets of identity and girlhood.
- Students will explore developing self-esteem and healthy self-image.
- Students will do creative writing exercises based on monologue themes.

Notes:

Some previous class discussion of gender difference, stereotypes, and bias may be useful. This is a lesson for a single sex class.

Materials:

Copies of monologues, white board/chalk board or large sheets of paper

Warm-Up Activity (10 Minutes):

Discuss –

- What is “identity”? (Write student responses on the board or large sheets of paper)
- What determines our identities?
- Can you have more than one identity?
- Can you change your identity? How? Why might you want to do this?
- Do you have an inner identity and an outer identity? Are they the same or different?
- Is your gender important to your sense of identity?

Active Engagement (25-30 minutes):

- Class reads monologues aloud. Stop in between monologues to discuss or answer questions if needed.
- Discuss -
 - What is going on in the monologue? How does they make you feel?
 - Can you relate to the monologues?

What Do You Like About Being A Girl?

- What do you like about being a girl? (Make group list and post in your rehearsal space.)
- Can “girls do things better?”

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

- Are women closer? How have you experienced this?
- Do you think about negativity towards girls in our culture?
- How can we focus on what we like about being a girl?

What Don't You Like About Being a Girl?

- What don't you like about being a girl? (Make group list and post in your rehearsal space.)
- Do girls have less freedom than boys? How have you experienced this?
- Is it true in your culture that "girls can't work even though they are educated"? If it is not true in your culture, where in the world do you think it is true?
- What can we do about the things that we don't like about being a girl?
- How can we celebrate our gender?

What's a Good Girl?

- What's a "good girl"? (Make group list and post in your rehearsal space.)
- What do you like about the idea of a "good girl"? What don't you like?
- Who decides what a "good girl" is?
- Is there pressure to be a "good girl"?
- If you are not a "good girl" are you necessarily a "bad girl"?
- Do "good girls" experience or pursue pleasure? Why are these ideas often juxtaposed?
- Do you think your parents or friends do the things that make them happy or things that make other people happy? When? Why?
- What role do our bodies play in how we experience pleasure?
- What gives you pleasure about being a girl?
- Do you ever feel like you have to betray yourself to make other people happy?
- What would your life be like if you lived each day for yourself instead of others?

Closing Activity – Circle of Appreciation (10 minutes)

- **The Exercise** - Players sit in a circle. Each person speaks to the person on their left and listens to the person on their right. The player will tell the girl to her left something she finds beautiful about her, internally or externally. The receiver must accept the appreciation without looking away or making a dismissive comment. Continue until the circle is complete.
- **Debrief** – How did it make you feel to have to take in the appreciation? Did anything surprise you? How does your energy change when you are appreciated?

Homework Journal Assignment:

- Write your own lists for each monologue. Answer the questions –
 - What do you like about being a girl?
 - What don't you like about being a girl?
 - What's a good girl?
 - Things I Like About My Body
- Do at least three things that give you pleasure.

Additional Resources:

- Teen Health and the Media, *Fast Facts, Body Image and Nutrition*;

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

- <http://depts.washington.edu/thmedia/view.cgi?section=bodyimage&page=fastfacts>
Teen self image, the fantasy, the reality; In the Mix; PBS;
http://www.pbs.org/inthemix/shows/show_self_image.html

Additional Student Learning Opportunities:

ART & ACTIVISM

Collect and share positive images of girls from magazines, newspapers, articles, or your own drawings or photographs. Post them next to your list about what you like about being a girl.

TO THINK, DREAM, DISCUSS, AND WRITE...

Make your own lists based on the questions in the monologues and include them in your journal. What do you like about being a girl? What don't you like about being a girl? What's a good girl?

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

Health Mini-Unit: Let Me In

Subject:

Health, Grades 9-12

Text:

Let Me In

Topics:

Bullying, Cliques, Fitting-in, Well-Being

Time:

Four 45-60 minute class periods

Lesson Objective(s):

- Students will use a fictional monologue to explore bullying, cliques and well-being.
- Students will examine girl bullying and boy bullying.
- Students will explore solutions to bullying and peer pressure.
- Students will explore well-being as it relates to bullying, cliques and friendship.
- Students will participate in peer evaluations.

National Health Education Standards (US):

- Standard 2 - Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 8 - Students will demonstrate the ability to advocate for personal, family and community health.

Notes:

- Read additional V-Girls resources on bullying in the Facilitator's Guide.

Additional Resources:

Statistics

- About 20-30 percent of American students (i.e., over 10 million) repeatedly either engage in or are the targets of bullying tactics that contribute to the climate of fear. In fact, youth ages 8 to 15 rank bullying as more of a problem in their lives than discrimination, racism, or violence. And children who view themselves as targets of bullying show high levels of anxiety and depression that impede their school performance. " <http://www.rand.org/publications/IP/IP219/>
- A survey of more than 15,000 sixth to tenth graders found almost a third said they'd been involved in "moderate or frequent" bullying. *Journal of the American Medical Association*

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

- Approximately one in three high school students say that their school has a serious problem with school bullies. (Sizing Things Up: What Parents, Teachers, and Students Think About Large and Small High Schools, Public Agenda, 2002)
<http://www.publicagenda.org/specials/smallschools/smallschools.htm>
- According to a recent report by the Gay, Lesbian and Straight Education Network, half of nearly 1,600 public school principals surveyed throughout the nation deemed student harassment to be a serious problem in their schools. www.hghw.org
- According to GLSEN's school climate survey, 90 percent of LGBT students reported being verbally harassed (e.g., called names or threatened) at school because of perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability or religion, compared with 62 percent of non-LGBT students. <http://www.hghw.org/>

Video Resources

- Pacer Teens Against Bullying - home page click on "act up" to get to bullying skit menu, <http://www.pacerteensagainstbullying.org/>
- Girl Bullying Video from Teachers.tv (30 minutes), <http://www.teachers.tv/video/29937>
- CBS Video on Girl Bullying (4 minutes), <http://www.cbsnews.com/video/watch/?id=608577n&tag=related;photovideo>
- Movie - Mean Girls
- Movie - Odd Girl Out

Web Resources

- Pacer Teens Against Bullying – (teens for teens on bullying), <http://www.pacerteensagainstbullying.org/>
- The Ophelia Project (for those who are affected by relational and other non-physical forms of aggression), http://www.opheliaproject.org/main/who_we_are.htm
- Students Against Violence Everywhere, <http://www.nationalsave.org/main/bully.php>
- Center for Safe and Responsible Internet Use, <http://www.cyberbully.org/>

Non-Fiction

- Brown, L.M. 2004. *Girlfighting*. New York University Press.
- Meyer, E. 2009. *Gender, Bullying, and harassment*. Teachers College Press.
- Simmons, R. 2002. *Odd Girl Out*. New York: Harcourt.
- Wiseman, R. 2002. *Queen Bees and Wannabees*. New York: Crown
- Brown, L.M. & Madden, M. *From Adversaries to Allies: A Curriculum for Change*.

Bullying-Related Fiction for Language Arts Connections

- *The Chocolate War* by Robert Cormier
- *The Outsiders* by S.E. Hinton
- *A Separate Peace* by John Knowles
- *The Beckoners* by Carrie Mac
- *Scorpions* by Walter Dean Myers
- *Freak* by Marcella Pixley

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

HEALTH MINI-UNIT: LET ME IN

LESSON DAY ONE: *EXPLORING BULLYING*

Materials:

Copies of monologue, white board/chalk board or large sheets of paper; large sheets of paper and a marker for each group; copy discussion topic sheets with topics and questions listed below.

Preparation:

- Prepare and copy topic sheet from the topics and questions below.
- Prepare a homework sheet from the writing assignment below or post assignment on the board.
- Arrange your classroom in groups of 4-5; set a large sheet of paper and a marker at the center of each group and topic sheets for each student.

Introduction:

Tell students that they will be examining cliques, bullying and well-being.

Warm-Up Activity (5-10 Minutes):

- Invite students to define and list some traits of:
 - Cliques
 - Bullying
 - "Fitting In"
 - Self-esteem

Active Engagement: Reading & Discussing (20-30 minutes):

- Divide class into groups of four to six. Each group should have a large sheet of paper, a marker, and a discussion topic sheet.
- **Small Group Activity** – Examine the Text, Create an Identifier Chart (instructions below)
 - Have each group read *Let Me In* out loud with one another.
 - Students will create an Identifier Chart as a group.
 - Have students list each character. Next to each character's name students should label as: Bully, Follower, Independent (can assign more than one to a character)
 - Next to each character's name student will list identifying traits, such as: mean, nice, popular, outcast, strong, weak, giggly, airhead, thoughtful, passionate, etc. Students may use whatever words they like.
- **Small Group Discussion** - Each group will discuss one topic and its questions. One person in each group should take notes to share with the class.
 - **Cliques:** How is a "clique" different than a group of friends? How does the clique in this monologue affect their school? Do cliques exist in our school? How do cliques and bullying affect the atmosphere of a school?
 - **Fitting In:** Why does the lead character want to fit in? What are the consequences for trying to fit in for this character? Why do people follow others and try to fit in? What are some of the consequences if you don't fit in?

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade

V-Girls Health Curriculum

- **Bullying:** Why do people bully? Where can you identify bullying in this monologue? Is peer pressure a form of bullying? How does peer pressure affect the behavior of the main character? Are these situations familiar?
- **Well-Being:** How do you think cliques and bullying affect students' well-being? What does the monologue tell us about how cliques and bullying can affect students' well-being?
- **Power:** What kinds of power do you see in this monologue? Who has power, who does not? Does the power balance ever change in the monologue? What is the difference between power over others and power over yourself?
- **Friendship:** Are all friendships the same? What are the qualities of a true friendship? What are the qualities of a false friendship? What kinds of friendships do you see in this monologue?

Active Engagement: Group Share (10-20 min)

- Groups post their charts on the wall and share their small group discussions with the class. Keep charts posted in the classroom during this unit, if possible.

Homework: In Your Own Words

- Choose one of these questions or statements to address in a one-page essay. Use rubric to guide your process.
 - How do cliques and bullying affect you and your school?
 - Write about a true friendship that you have and a relationship that was not genuine.
 - What is the difference between power over others and power over oneself? Use examples from your own experiences.

Assessment for Homework: In Your Own Words Rubric

	4/4	3/4	2/4	1/4
Clarity and Expression	Ideas are strong and clearly stated. Expression of ideas is compelling.	Ideas are good and mostly clearly stated. Expression of ideas is strong.	Ideas are good, but not clearly stated. Expression of ideas is weak.	Ideas are not clear. Expression of idea is not effective.
Supported Statements	Specific, compelling examples are used to support each idea.	Specific examples are given to support each idea.	Few examples given. Weak examples given.	No examples given.
Structure	Grammar and punctuation are 90-100% correct.	Grammar and punctuation are 80-89% correct.	Grammar and punctuation are 70-79% correct	Grammar and punctuation are less than 70% correct.

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HEALTH MINI-UNIT: Let Me In

LESSON DAY TWO: GIRL BULLYING, BOY BULLYING

Materials:

Large sheets of paper and markers or pens; white board/chalk board or handouts including discussion questions below.

Preparation:

- Make a handout including discussion questions or write the questions on the board.
- Divide classroom into two smaller groups.

Active Engagement:

Small Group Discussion - Girl Bullying/Boy Bullying (15 min)

- Divide class into two groups. If you have a co-ed class, divide the group by gender. If you are a single-sex class, just make two groups - group A & group B.
- Each group discusses each question for both genders:
 - Which seems more true to you: Girls/boys are aggressive or mean to one another or girls/boys really care about each other and support one another? Where do we get our impressions of how girls/boys treat each other?
 - How do girls/boys bully? What kinds of power do girl/boy bullies like to have over those they bully?
 - How do girls/boys use peer pressure? How do cliques sometimes group bully?
 - How do girls/boys try to fit in?
 - What does it mean to be an ally to other girls/boys? What makes it hard to be an ally or to support other girls/boys? How can you be a better ally to other girls/boys? (Answer this last question for your own gender.)

Active Engagement: Perception Theatre (30-40 min)

- Have each group create a short skit: (15 min)
 - Girl Group/Group A writes/improvises a skit about boys bullying boys
 - Boy Group/Group B writes/improvises a skit about girls bullying girls
- Have each group perform for one another (10-15 minutes)
- Discuss skits as a class. Were they accurate? Have class suggest elements that are missing, if any. (10 min)

Homework Assignment:

- Make a short list of things that could help boys stop bullying.
- Make a short list of things that could help girls stop bullying.
- Make a list of three things you could do to help stop bullying in your school.

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HEALTH MINI-UNIT: Let Me In

LESSON DAY THREE: *Conflict Resolution.*

Materials:

Large sheets of paper and markers or pens; rubric

Preparation:

Divide class into groups of three.

Warm Up: (10-15 min)

Invite student to share their ideas from their homework about how to help stop bullying.

Active Engagement:

Small Groups: Situations and Solutions (30-45 min)

- Divide students into trios. If you have a co-ed class, assign some same gender and some mixed gender groups. Each trio should have a large sheet of paper, markers or pens and the rubric.
- Have each group identify a bullying situation including a bully, student being bullied, and bystanders. Students must decide how the situation will end. Students will then draw their scene as a storyboard, cartoon or single illustration. Students will use the Situations and Solutions Rubric to guide them.

Situations and Solutions Rubric:

	4/4	3/4	2/4	1/4
Clarity	Story is clear. Both situation and solution are clearly represented.	Ideas are good and mostly clearly stated. Expression of ideas is strong.	Ideas are good, but not clearly stated. Expression of ideas is weak.	Ideas are not clear. Expression of ideas is not effective.
Expression of Story	Visual style and form help the viewer understand the story and clearly convey the emotions of all characters.	Visual style and form help the viewer understand the story.	Visual style and form do little to help the viewer to understand the story.	Visual style and form do not help the view to understand the story.
Structure	Style and form are consistent throughout.	Style and form are mostly consistent throughout.	Style and form are inconsistent.	Style and form are not consistent.

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HEALTH MINI-UNIT: Let Me In

LESSON DAY FOUR: CONFLICT RESOLUTION AND WELL-BEING

Materials:

Copies of rubric; copies of *Let Me In*; white board, chalk board, or large sheets of paper; tape

Preparation:

- Prepare enough copies of rubric for each student to evaluate one another's illustrations. Rubric sheet is provided at the end of this lesson.
- Ask students to bring their copies of *Let Me In*, or provide for them.

Warm-Up: (5 min)

- Invite students to post their illustrations around classroom and assign a number to each.

Gallery Walk: (15 min)

- Invite students to view and evaluate each illustration using the Situations and Solutions rubric.
-

Discussion: Well-being, Friendship & Wrap-Up (25-30 min)

- Have class read *Let Me In* out loud
- Discuss -
 - What does the term "well-being" mean?
 - How is the main character's well-being damaged because she tries to fit in?
 - How is the main character's well-being damaged because she bullies Wendy?
 - How is the main character's well-being damaged because she is bullied?
 - What kinds of friendships do these characters have? What kind of friendships can help your well-being? What kinds of friendships hurt your well-being?
 - Who has the strongest well-being in this monologue? Why?
 - What can you do to improve your own well-being? How can you handle peer pressure in a way which will be healthy for you and your community?
 - How is a community's well-being hurt in an atmosphere of bullying?
 - Is *our* community affected by bullying? If so, how can we help to solve bullying in our community as a class and as individuals?
 - How did reading *Let Me In* help you to understand bullying, cliques and well-being?
 - Any thoughts or questions before we leave this unit?

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PEER REVIEW RUBRIC

Evaluating Situations & Solutions Illustrations

Circle the box you think best applies.

Illustration # _____

	4/4	3/4	2/4	1/4
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Illustration # _____

	4/4	3/4	2/4	1/4
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