



GRADE 8



Objective: Students will be able to:

- Demonstrate how to prevent or stop bullying as a bystander, perpetrator or victim.
- Stand up for those being bullied.
- Advocate for a positive and respectful school environment that supports pro-social behavior.

Kindness Definition: Kindness is an intrinsic quality of the heart expressed through an act of benevolence reflecting care and good will for self and others.

Kindness Concepts: Assertiveness, Caring, Responsibility

LESSON ACTIVITIES

What is Bullying? Discussion, pp. 4-5
(25 minutes)

- Responding to Bullying Worksheet (Part One), one for each group
- Five large, self-adhesive posters with one question written on each poster (see p. 4)
- RAK Journals

Bullying Scenarios Discussion, pp. 5-6
(20 to 25 minutes)

- Responding to Bullying Worksheet (Part Two); return the sheet to the groups
- Self-Adhesive Posters with answers to bullying questions

Foundation for a Better Life Visual Responses, pp. 7-8
(20 to 25 minutes)

- Locker, Cafeteria from values.com website:
<http://bit.ly/cmZWyg>
<http://bit.ly/c4LYnZ>
- RAK Journals

Walking in Someone Else's Shoes Activity, pp. 9-10
(30 minutes)

- Walking in Someone Else's Shoes worksheet
- RAK Journals

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org

LESSON ACTIVITIES

LESSON MATERIALS

Creating a Kind Community at School,
p. 11 (multi-day project)

- Materials will vary depending on what campaign students develop
- RAK Journals

Bullying Research, Social Science/Civics
Activity, p. 12
(multi-day project)

- Websites for research listed in activity.

Track Kind Behavior at Your School,
Mental Health/Statistics Activity,
pp. 13-14 (multi-day project)

- Worksheet, one for each student
- RAK Journals

Protecting Rights and Opinions, Social
Science/Civics Activity, p. 15
(multi-day project)

- Websites for research listed in activity

Home Extension Activity, pp. 16-17
(time varies)

- Take home activity, one sheet for each student

LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Teacher Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Teacher Guide](#) for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- The home extension activity information sheet may be sent home at any point during the unit.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 18 and 19.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: *“For the next few days we are going to talk about bullying, discover together how to respond to bullying with kindness, and look at ways we can help create a respectful school environment.”* This is a sensitive topic; be mindful of the dynamics of the class during this unit and of those who have been bullied or are bullying others. You can use this time to introduce the Kindness Concepts (assertiveness, caring, responsibility) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for assertiveness, caring and responsibility as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Assertiveness: Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.

Caring: Feeling and showing concern for others.

Responsibility: Recognizing the right thing to do and then doing it. Being trustworthy and dependable.

WHAT IS BULLYING? DISCUSSION (25 minutes)

LESSON MATERIALS

- Responding to Bullying Worksheet (Part One), (p. 5), one for each group
- Five large, self-adhesive posters with questions from below, one set on each poster
- RAK Journals
- Kindness Concept Posters: Assertiveness, Caring, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.8.1
Colorado: Comprehensive Health S.4, GLE.5, EO.a.b.; Reading, Writing and Communicating, S.1, GLE.1, EO.a

DESCRIPTION

1. Divide into groups of three or four students. Hand each group a worksheet.
2. Teacher says: *“Let’s begin with a small group discussion about what you think it means to bully. In your groups, I want you to discuss the questions in Part One ONLY. One student can be the Recorder and write responses on the back, another student can be the Leader, another can be the Reporter (who will share the group’s responses), and the fourth student (if you have one) will be the Timer. Spend about two to three minutes on each question.”*
3. After the discussion, have the group’s Reporter share and then write that group’s responses on the self-adhesive posters with the questions. These posters will be used as reference during this unit.
4. NOTE: If students do not mention the answers below, make sure to discuss the information listed. It is important that students understand what bullying is and is not.
 - 1) *What is bullying?* (Possible answers: Bullying can be physical (pushing, hitting, hurting) or verbal (intimidation, gossip, put downs, being mean, criticizing, texting.) Bullying doesn’t happen once, but is **repeated behavior**. It is done intentionally and involves someone who is perceived to be more powerful using that power against someone else.)
 - 2) *Why do people bully?* (Possible answer: Bullies may want power or status in a group or to be in charge. They may put down other people because they don’t feel good about themselves.)
 - 3) *What’s something you can do when you witness bullying?* (Guided answers: We can become an upstander rather than a bystander. How? Look away. Don’t join the bully. Change the subject. Speak out. Get help from a trusted adult if needed.)
 - 4) *What does it mean to you to stand up to a bully? Whose responsibility is it to stand up to a bully?*
 - 5) *How do you think ignoring a bullying situation impacts the bully and the person being bullied?*
5. Collect sheets at the end of the activity for the next class.

EVALUATION

Have students write responses to the following questions in their RAK journals in response: *“Describe a time when you were bullied or you bullied someone. How did you feel? What did you do? Would you act differently now?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Being grouped with those with whom they feel comfortable since this is a sensitive topic; consider partnering a student who has been bullied with someone who will look out for that student.
2. Drawing images on the self-adhesive poster to help reinforce learning.

Names of group members: _____

RESPONDING TO BULLYING GROUP WORKSHEET

PART ONE: DISCUSSION ABOUT BULLYING

- What is bullying?
- Why do you think people bully?
- What is something you can do when you witness bullying?
- What do you think it means to stand up to a bully? Whose responsibility is it to stand up to a bully?
- How do you think ignoring a bullying situation impacts the bully and the person being bullied?

PART TWO: BULLYING SCENARIOS – WHAT WOULD YOU DO?

- A group of popular students regularly tease an 8th grader and then unexpectedly invite her to join them in picking on another girl.
 - What would you do if you were the girl being invited to join?
 - What would you do if you were part of that group?
- There is a lot of teasing and name calling going on in your school. While you are walking down the hallway with a same-sex friend, someone calls your friend “gay,” intending it as an insult.
 - What would you do as the friend?
 - What would you do if someone yelled that at you, intending it to be an insult?
- Students hang out in the bathrooms between classes at your school. They see a lot of students “getting jumped” in the bathroom during the school day.
 - What would you do if you saw someone getting jumped?
 - What would you do if you were jumped?

BULLYING SCENARIOS DISCUSSION *(20 to 25 minutes)*

LESSON MATERIALS

- Responding to Bullying Worksheet (Part Two), return sheet to groups (p. 5)
- Self-Adhesive Posters with answers to bullying questions
- Kindness Concept Posters: Assertiveness, Caring, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.8.1
Colorado: Comprehensive Health S.4, GLE.5, EO.a.b.; Reading, Writing and Communicating, S.1, GLE.1, EO.a

RESOURCES

Scenarios developed by Silvia Diazgranados Ferráns, Robert L. Selman, and Luba Falk Feigenberg at the Harvard Graduate School of Education; research findings published in Harvard Educational Review Vol. 82 No. 4 Winter 2012

DESCRIPTION

1. Divide students into the same groups they were in for the last activity. Hand them their worksheet from the What is Bullying? Discussion.
2. Make sure posters with responses to bullying questions are posted on the wall for reference.
3. Then explain: *“In your same groups, you are going to discuss the bullying scenarios and what you would do if you were different people in the situations. Determine in your groups each of your roles for this discussion (Recorder, Leader, Reporter, Timer).”*
4. Allow time for students to discuss the situations in their small groups.
5. If time permits, have the class discuss the scenarios as a whole class.

EVALUATION

Discuss (or have students write responses in their RAK journals): *“Is there something that you learned today that would help you to respond to bullying in a new way?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Being aware of the dynamics of the class during this discussion; group students with others with whom who they feel comfortable since this is a sensitive topic. Consider partnering a student who has been bullied with a student who will look out for that student during the discussion.
2. Refocusing suggestions from the teacher if the discussion is getting confrontational or heated.
3. Discussing feelings or reactions to the scenarios with you, the school counselor or another adult after class, particularly if they seem distressed during the discussion.

FOUNDATION FOR A BETTER LIFE VISUAL RESPONSES (20 to 25 minutes)

LESSON MATERIALS

- Locker, Cafeteria from values.com website:
<http://bit.ly/cmZWyq>
<http://bit.ly/c4LYnZ>
- RAK Journals
- Kindness Concept Posters: Assertiveness, Caring, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.8.1, 2
Colorado: Comprehensive Health S.4, GLE.5, EO.a,b,c; Reading, Writing and Communicating S.1, GLE.1, EO.a,b

DESCRIPTION

1. Teacher says: *"Being assertive and standing up to a bully isn't easy. However, there is strength in numbers. Did you know that in a school most people are not bullies and most people are not being bullied? Most people are what we call bystanders, who don't do anything when they witness bullying. This large group of people can make a difference at your school or in the community! In the video clips, watch as students stand up for someone who is being bullied and think about whether the bystander becomes an upstander, or someone who stands up for those being bullied."*
2. Show the two videos, Locker and the Cafeteria one at a time.
3. After showing the Locker video clip, ask the following questions:
 - 1) *What does the group of teens do after they knock into Travis? (Answer: They laugh at him, call him a loser, and tell him to get some friends.)*
 - 2) *What does the football player do? (Answer: He walks over to Travis, helps him pick up his books, and says "See you around.")*
 - 3) *What do you think the football player's action shows? Do you think he was an upstander? Why or why not?*
 - 4) *Is it hard to stand up for someone who is being bullied? Is it easier to stand up for someone if he or she is your friend?*
 - 5) *What if the teens who knocked into Travis were your friends? What would you do then?*
 - 6) *What if the teens weren't your friends but were popular kids? Would that make it harder to stand up for Travis? Why or why not?*
 - 7) *Have you ever felt pushed around like Travis? Did someone help you out like the football player? (If students are reluctant to share, you can describe a time when you were bullied or witnessed bullying and what you did.)*
 - 8) *Have you ever taken responsibility and stood up for someone who was being bullied and what happened as a result? How did you feel?*
 - 9) *Do you think that you could ever be a bully?*
4. After showing the Cafeteria video clip, ask the following questions:
 - 1) *What does the new girl do after she gets her food? (Answer: She looks for a place to sit.)*
 - 2) *What happens when she sits down with a group of girls? (Answer: They get up and leave.)*
 - 3) *What happens next? (Answer: Another girl joins her at the table and they start talking.)*
 - 4) *What do you think that girl's action shows? Do you think that she was an upstander? Why or why not?*
 - 5) *Have you ever been a new kid at school? How were you treated?*
 - 6) *Have you ever helped out someone who was new? How did you feel?*
 - 7) *If you were in this situation, would you stand up to the girls who left the table? If the girls who were being unkind to the new student were your friends would that make it easier or difficult to stand up to them?*

EVALUATION

Discuss (or have students write responses in their RAK journals): *“Do you think that learning to become an upstander is something that would benefit our school community? Would it help our school to become kinder, more compassionate and more understanding?”*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Writing down what they noticed in the clips and talking with a partner about their reactions before discussing the questions as a class.
2. Discussing the questions in small groups; consider projecting the questions on a Smart Board or printing them out for the groups.
3. Discussing feelings or reactions to the clips with you, the school counselor or another adult after class, particularly if they seem distressed during the discussion.

WALKING IN SOMEONE ELSE'S SHOES ACTIVITY (30 minutes)

LESSON MATERIALS

- Walking in Someone Else's Shoes worksheet, (p. 10)
- RAK Journals
- Kindness Concept Posters: Assertiveness, Caring, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.8.1
Colorado: Comprehensive Health S.4, GLE.5, EO.a,b,c;
Reading, Writing and Communicating S.1, GLE.1, EO.a

RESOURCES

Adapted from Colorado Uplift, Denver.

DESCRIPTION

1. Teacher explains: *"We are going to think more about what it means to choose kindness when faced with bullying. When we become upstanders, we can help create a respectful and caring atmosphere or a culture of kindness at our school."*
2. Hand out a Walking in Someone Else's Shoes worksheet to each student. Explain: *"On the shoe, write about a bullying situation you or someone you know may have faced. Only write on the shoe; do not answer the questions on the bottom half of the sheet yet. When you finish, turn in the sheet to me and I will give your sheet to someone else. On the sheet you are given, read what your classmate has written silently to yourself. Then write what you think that person may have been feeling and how, given what you know, you would have responded to the bully. Then write how this response can create a culture of kindness and caring at school."*
3. Have students return to the small groups from the previous activities, and discuss the bullying situation described on the shoe, what they thought the person felt like, and how they would respond.
4. If time permits, discuss responses and ask for comments about other ways to respond.

EVALUATION

Discuss (or have students write responses in their RAK journals): *"What are some ways you can become an upstander to those who are being bullied?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using a highlighter to mark the dashed line so they clearly know where to stop.
2. Posting the [Problem-Solving Strategies](#) for reference during this activity.
3. Being mindful of the dynamics of the class during this discussion.
4. Discussing feelings or reactions to the situations with you, the school counselor or another adult after class, particularly if they seem distressed during the discussion.

WALKING IN SOMEONE ELSE'S SHOES WORKSHEET

Directions: Write on the shoe about a time you or someone you know was bullied. Then, pass the sheet to the teacher who will distribute your shoe to someone else. On the sheet you receive, answer the questions below the shoe about the situation described by one of your classmates.

Student #1:



.....
Student #2:

1. How do you think the person may have felt in the situation described on the shoe above?

2. Given what you know, what would you say or do to respond to the bully?

3. How can this help create a culture of kindness and caring at school?

CREATING A KIND COMMUNITY AT SCHOOL *(multi-day project)*

LESSON MATERIALS

- Materials will vary depending on what campaign students develop
- RAK Journals
- Kindness Concept Posters: Caring, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.8.1, 1b
Colorado: Comprehensive Health S.4, GLE.5, EO.a,b,c;
Reading, Writing and Communicating S.1, GLE.1, EO.a

DESCRIPTION

1. Explain: *"We've been working on being kind in the face of bullying and of being more than a bystander. Perhaps we could share the ideas we've been learning with others in our school community. Would you be interested in doing that?"*
2. Have the students brainstorm ways to develop a kind community at school. (This could compliment the school's anti-bullying program.) For examples, students could:
 - 1) Start a poster campaign where students design posters to promote a kindness zone at school. They could think about how a poster campaign can address where bullying occurs at school. (As an optional activity have students research bullying statistics or collect bullying data for the school as suggested in the Bully Research Activity, (p. 12) below before designing posters, and then track instances of kindness a month or so after the poster campaign or kindness zone is created.)
 - 2) Introduce a kindness box, where students can place notes they write about kind acts they have seen or experienced. These ideas could be shared at a kindness assembly once a month.
 - 3) Start a kindness club where students discuss ways to be kind at school. (See supplemental RAK Club materials at <http://randomactsofkindness.org>.)
 - 4) Make kindness stickers out of contact paper and permanent markers.
 - 5) Create a physical place at the school where students can address issues as they arise.
3. Have students discuss their ideas and vote on what activity they want their kindness zone to involve.
4. Once students have decided on what their kind community will look like, have them create a way to implement an action plan. It can be as simple or sophisticated as they want, depending on the amount of time you have to develop the program.
5. Create a kindness blog or kindness bulletin board for the school where students can post kind quotes, ideas, actions, etc.

EVALUATION

Discuss (or have students write their responses in their RAK journals): *"Do you think creating a kind community will have a positive impact on relationships among your classmates and in your school environment? Why or why not?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Discussing how they can work effectively as a group while they are planning activities.
2. Figuring out ways to include all students in the program so that it doesn't become exclusive; For example, partner a student who has learning or behavioral issues with someone with strengths in this area.
3. Thinking of ways to make the school more accessible to someone with disabilities.

BULLYING RESEARCH, SOCIAL SCIENCE/CIVICS ACTIVITY *(multi-day project)*

LESSON MATERIALS

- Possible websites for research
<https://www.dosomething.org/>
<http://bit.ly/V9z9MK>
<http://bit.ly/t6Ter0>
- Kindness Concept Posters: Assertiveness, Caring, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.W.8.7, 8; CCSS.ELA-Literacy.SL.8.1, 2; CCSS.Math.Content.8.SPA.1
Colorado: Comprehensive Health S.4, GLE.5, EO.a,b,c; Reading, Writing and Communicating S.4, GLE.1, EO.a,b; Mathematics S.3, GLE.1, EO.a, IQ.1,2

DESCRIPTION

1. To extend the kind community activity, have students do group research on bullying statistics and create a research based poster campaign or kindness blog using national data.
2. Have students present their posters in class and then post around the school.

EVALUATION

Completed project serves as evaluation for the activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Discussing how they can work effectively as a group while they are doing their research; they may want to divide up tasks.
2. Providing assistance as needed to analyze and interpret the bullying statistics; representing the statistics visually will help some students who struggle to make sense of the information.

TRACK KIND BEHAVIOR AT YOUR SCHOOL ACTIVITY *(multi-day project)*

LESSON MATERIALS

- Track Kind Behavior at Your School worksheet, one for each student, (p. 14)
- RAK Journals
- Kindness Concept Posters: Assertiveness, Caring, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.8.1; CCSS.Math.Content.8.SPA.1
Colorado: Comprehensive Health S.4, GLE.5, EO.a,b,c; Reading, Writing and Communicating S.1, GLE.1, EO.a; Mathematics S.3, GLE.1, EO.a, IQ.1,2

DESCRIPTION

1. Hand out the Track Kind Behavior at Your School worksheet to students.
2. Have students track their own behavior and their fellow students' behavior over a two-week period, answering the following questions each day. Explain that they don't have to put their name on the paper, but will instead be collecting kindness data.
 - 1) *When did I witness kind behavior?*
 - 2) *Where did the behavior happen?*
 - 3) *Was the person being kind male or female?*
 - 4) *Was the recipient of the kindness male or female?*
3. Encourage students to discuss what they are doing and talk to their parents, guardian or a trusted adult about what they saw during their two week data collection.
4. After two weeks have students bring back their kindness log. Using Excel or another program, tally how many instances of kindness students experienced or witnessed in the various situations and share the results with the class. Look for trends and determine whether they are statistically significant or just a coincidence.
5. Students could track instances of kindness again a month or two after the class designs a poster campaign or a kindness zone is created and see whether the instances have increased as a result of the campaign.

EVALUATION

Discuss (or have students write responses in their RAK journals): *"Did you notice patterns of bullying? What do you think could be done to prevent the bullying and help build a respectful school environment?"*

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Being prompted to look for behaviors during a specific period of time and provide them with a simplified version of the log or working with someone else on this activity.
2. Working with a partner to find the acts of kindness..
3. Discussing results in small groups before the whole class discussion.

PROTECTING RIGHTS AND OPINIONS, SOCIAL STUDIES/CIVICS ACTIVITY *(multi-day project)*

LESSON MATERIALS

- Possible websites for research:
<http://bit.ly/16VrXyx>
<http://bit.ly/1D0X3O>
<http://bit.ly/12vRiQ6>
<http://bit.ly/13gkLfl>
<http://cs.pn/19OLHGa>
- Kindness Concept Posters: Assertiveness, Caring, Responsibility

STANDARDS MET

Common Core: CCSS.ELA-Literacy.W.8.7, 8
Colorado: Comprehensive Health S.4, GLE.5, EO.a,b,c;
Reading, Writing and Communicating S.1, GLE.1, EO.a;
S.3, GLE.2, EO.b; S.4, GLE.1, EO.a,b

DESCRIPTION

1. As part of a civics unit, have students research in small groups or individually why the American political system was founded to protect all voices. Possible inquiry questions:
 - 1) *How does this prevent a majority from becoming too forceful?*
 - 2) *What happens in countries where minority voices are not protected?*
 - 3) *Do you think all voices are protected in the United States?*
 - 4) *Do you think children's voices are heard?*
2. After the students complete their research, have them prepare an oral presentation, a written report, a PowerPoint, a poster or another project that demonstrates understanding of their research. Have them follow the 8th grade rubric for your class.

EVALUATION

Project serves as evaluation for the activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Focusing on a few key questions that could be used as a part of a group research project, particularly if they are emergent readers and writers.
2. Using a graphic organizer with key questions to assist with their research.

HOME EXTENSION ACTIVITY *(time varies)*

MATERIALS

- Take home activity (p. 17), one sheet for each student

DESCRIPTION

1. To reinforce what the students are doing in the classroom, send home the Home Extension Activity sheet at any point during the unit to alert parents, guardians, or whoever the students live with to what the class has been learning about bullying.
2. Encourage students to explain to their parents, guardians, or whoever they live with what they have been learning about bullying, what it means to be an upstander who stands up to a bully, what they are doing to create a kinder classroom at school, including the kindness program and the tracking kind behavior project.



BACKGROUND

As part of the Random Acts of Kindness program, we have been discussing bullying and what students can do to respond to bullying. Here is a summary of the information presented:

What is Bullying?

Bullying can be physical (pushing, hitting, hurting) or verbal (intimidation, gossip, put downs, being mean, criticizing, texting, writing notes.) Bullying doesn't just happen once, but is repeated behavior. It is done intentionally, and involves someone who is perceived to be more powerful using that power against someone else.

Why do people bully?

Bullies may want power or status in the group or to be in charge. They may not feel good about themselves and that is why they want to put down other people.



What's something you can do when you witness bullying?

We can become an upstander rather than a bystander. How? Look away or ignore the bully. Don't join the bully. Change the subject. Speak out. Get help from a trusted adult if needed.

Your student has also been tracking unkind behavior and thinking about ways to create a kindness program at school.

VOCABULARY WORDS

Assertiveness: Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.




Caring: Feeling and showing concern for others.

Responsibility: Recognizing the right thing to do and then doing it. Being trustworthy and dependable.



AT HOME ACTIVITY

Review the vocabulary words and the background information presented above. Then ask your student what he or she has been learning about bullying and how they can be an upstander.

ACADEMIC SUBJECT KEY	
	Comprehensive Health
	Reading, Writing and Communicating
	Science
	Mathematics
	Social Studies
	Visual Arts
	Drama and Theatre Arts

COMMON CORE STANDARDS (www.corestandards.org)

1. Writing

- *CCSS.ELA-Literacy.W.8.7*: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- *CCSS.ELA-Literacy.W.8.8*: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

2. Speaking & Listening

- *CCSS.ELA-Literacy.SL.8.1*: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- *CCSS.ELA-Literacy.SL.8.1b*: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- *CCSS.ELA-Literacy.SL.8.2*: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Mathematics

- *CCSS.Math.Content.8.SP.A.1*: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

COLORADO P-12 ACADEMIC STANDARDS

<http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

1. Comprehensive Health

- *Standard 3: Emotional and Social Wellness in Health*
Grade Level Expectation (GLE): 2. Internal and external factors influence mental and emotional health
Evidence Outcome (EO): Students can:
 b. Describe how personal and family values and feelings influence choices

- *Standard 4. Prevention and Risk Management in Health*
Grade Level Expectation (GLE): 5. Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior
Evidence Outcomes (EO): Students can:
 - a. Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim
 - b. Stand up for those being bullied
 - c. Advocate for a positive and respectful school environment that supports pro-social behavior

2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*
Grade Level Expectation (GLE): 1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations
Evidence Outcomes (EO): Students can:
 - a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
 - b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
- *Standard 3: Writing and Composition*
Grade Level Expectation (GLE): 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality
Evidence Outcomes (EO): Students can:
 - a. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- *Standard 4: Research and Reasoning*
Grade Level Expectation (GLE): 1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented and presented using logical procedures
Evidence Outcomes (EO): Students can:
 - a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
 - b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

3. Mathematics

- *Standard 3. Data Analysis, Statistics and Probability*
Grade Level Expectation (GLE): 1. Visual displays and summary statistics of two-variable data condense the information in data sets into usable knowledge
Evidence Outcome (EO): Students can:
 - a. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitiesInquiry Questions (IQ):
 1. How is it known that two variables are related to each other?
 2. How is it known that an apparent trend is just a coincidence?

OTHER STANDARDS MET

1. 21st Century Skills (www.p21.org)

- *Learning and Innovation Skills*
 - a. Critical Thinking – Reason effectively, make judgments and decisions, solve problems
 - b. Communicate clearly and collaborate with others
 - c. Creativity and Innovation – Think creatively and work creatively with others
- *Life and Career Skills*
 - a. Initiative and Self Direction – Manage goals and time, work independently, be self-directed learners
 - b. Social and Cross-Cultural Skills – Interact effectively with others
 - c. Productivity and Accountability – Manage projects and produce results
 - d. Responsibility – Be responsible to others
- *Information, Media and Technology Skills*
 - a. Information Literacy – Access and Evaluate Information

2. Social and Emotional Standards (www.casel.org)

- Self-awareness
- Social Awareness
- Relationship Skills