I’m not a bully!: An Oral History Class Activity
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Action Plan for Interviewing (API)
Oct. 2009 Teacher’s Workshop
Cal U Teaching with Primary Sources
Instructors: Mr. N. Roberts / Dr. D. Lonich
§ I. TEACHING STANDARDS REFERENCE

Reading, Writing, Speaking and Listening
1.4.8.B: Use primary and secondary sources

Health, Safety, and Physical Education
10.3.3.B: Recognize emergency situations and explain appropriate responses

Health, Safety, and Physical Education
10.3.3.C: Recognize conflict situations and identify strategies to avoid or resolve them

§ II. REFERENCES


§ III. INQUIRY-BASED LEARNING MODEL (IBLM)

This oral history class activity is guided by the following six-step IBLM:

A. Planning – Each student will create a list of why people bully and how they bully.
B. Retrieving – Students will access books and internet sources to research their list of reasons for bullying.
C. Processing – After completing the research part of the project the students will participate in a class discussion on the research we have found.
D. Creating – Students will use the new information found to create their oral history and use the “interview question data form.”
E. Sharing – After conducting the interviews, the students will share their favorite question and answer with the group.
F. Reflection – After sharing with the class, the students will hand-write two paragraphs about what they have learned about bullying and how to prevent it.

§ IV. DESCRIPTIVE WALK-THROUGH OF MY ACTIVITY

For the planning stage, we will begin by having a discussion about bullies. We will talk about things, such as why people bully and if students have ever been bullied. I will also read them the definition from the dictionary since we are learning dictionary skills in Reading at this
time. I will then let students who have been bullying victims share their stories with the group. At that time, I will also share my own story about being bullied to bring real life to the discussion so the students can connect with me and the main issue.

For the retrieving stage of the IBLM, we would also read a few stories about bullying. I have included them in the references, but I would also have the students take a note home asking if they their parents to approve books about bullying to read to the class. I would then have all students who bring books be my special book buddy that day and we would read the book together. The students could also refer to the books for examples about bullying and to develop questions to ask the bullied person they will interview. Next, I would have each student draw a word web with bullies in the middle and ten connecting bubbles. I would then have them think of at least ten words or phrases they think of when we talk about bullying. This will be independent work and I will collect and grade this paper for part of their grade. The student work will also be added to their working portfolio.

I would then schedule some time in the computer lab and have the students research bullying. We would spend two class periods in the computer lab and the students would be able to print and take their found information to help develop interview questions. I would also ask the librarian to locate and make available to students books about bullying from our school library so students could gather more information. I would also have those books available in the classroom for easy access for the duration of our project.

After all the research has been completed, we will have a second group discussion. This represents the processing stage of the IBLM. At this time, students will be able to share the information they have found. I will also use this time to answer any questions the students have
uncovered while doing their research. During this discussion, we will also talk more about the importance of not bullying and why we are doing the project. I will share with them an interview and project I had previously completed with a D.A.R.E officer. Two class periods will be set aside for this research/discussion phase. If more time is necessary, we will continue and finish in class the following day.

The students will then write at least five questions about bullying to ask the person they have identified as an interviewee. Students are permitted to have similar questions. They will then use the questions to find out about the person they chose to interview. Together, we will develop a classroom “interview question data form.” I have included a “interview question data form.” with possible questions, but the students will develop the primary questions as a group. I will list the student questions on the board and type the final copy to be used for the project. The list of student questions would become part of their working portfolio. This reflects the creating stage of the IBLM.

I will then have each student return to our special table and we would review each question. The students would be responsible for correcting spelling and making sure each question was correctly written. At this time, students would be working at their seats changing and correcting mistakes. I will then review and assess each student’s questions for a grade for social studies, which will also be placed in their working portfolio.

After the interviews, we will again gather and each student will share one answer from his/her favorite question. Students will then have the opportunity to ask each other how their interviews went and what they learned. We will discuss what our favorite question was and why it was our favorite. We will also share anything that surprised us or something new that we
learned. This activity relates to the **sharing stage** of the IBLM.

After the whole project is complete and we have met and discussed our results, the students will do a rough draft of two paragraphs of what they have learned about bullying and how to prevent it. The students would then come back together and we would check spelling and grammar. The students would then complete a second, revised draft. Each student in the class will draw a picture to go along with the summary and their work will be displayed in the hall on our bully bulletin board.

§ V. **MY ASSESSMENT TOOL**

The students would create a working portfolio to be used throughout the project. The work they do each class period will be gathered along the way and then graded according to a portfolio grading sheet. It will be based on five criteria ranging from 5 (complete and correct) to 1 (missing and less than half the work completed). This represents the final stage of the IBLM, namely **reflecting**. Then a final grade will be given after the project is finished. The assessment tool begins on the following page.
Bully Portfolio

Grading Scale

5- Complete and correct (All the required work is done. The required grammar and proofreading has been done)

4- Correct and needs more work (All the amount of work is done, but the grammar and proofreading need more work)

3- Has a few errors and is missing too much work (Three errors will be allowed)

2- Has some errors and is missing half the work (Four or more errors will earn this score)

1- Missing and less than half the work if completed

1. Bully Web  5  4  3  2  1

2. Interview Questions  5  4  3  2  1

3. Data Sheet  5  4  3  2  1

4. Complete Interview questions  5  4  3  2  1

5. Two Complete Paragraphs  5  4  3  2  1