



## MEDIA ARTS PROJECT

# The Anti-bullying Magazine

**Grade** 6

**Subject** Language Arts/Media Arts

**Topic** Media Literacy

### Lesson Description

Learning literacy and technology skills through the creation of an anti-bullying magazine.

### Materials/Space Considerations

Digital camera(s) - if one per group is available for this unit (5 or 6 per average class),

- Access to computers with Microsoft Word, or similar software.
- Magazines both as examples

### Prior to the unit, the teacher will

- Explore the stages of writing (prewriting, brainstorming, drafting, revising, editing, and publishing), and post descriptions in the classroom.
- Bring lots of different examples of magazines into the classroom setting.
- Have children read, and explore the themes present in short articles from magazines. Read various sources exploring the topic of bullying.

### Teacher's note

- Especially during the creative work, it is important to be sensitive to those students in your class who may have been victimized, and not put them in a role where they will feel vulnerable.
- It should be clear that this lesson should not single out individuals - no one should be publicly accused of being a bully, or pointed out as a victim. It is important however to state that if issues come up for students as this unit is being explored, they should immediately come and talk it through with the teacher, so help can be given.

*The ground rules should be clear from the beginning.*

### Lesson 1

- Explain the concept of exploring an issue such as bullying through photography and writing.
- Share with the class a source connected to bullying which works for your group of students; a poem, picture book, real life incident from the news.
- Create a web on chart paper.
- Write the word *bullying* in the middle of the web. The first phrase at the end of one of your web lines should be *physical aggression*.
- Students work in pairs and list examples of different types of bullying. They should be able to explain their reasoning.
- Students gather in groups of 4 or 5 (they will be working with these groups through-out the unit), and create their own brainstorm web that illustrates different types of bullying.



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- Each group then shares the information on their web with the whole group.
- Discuss the students' experiences, and deconstruct how many different things can be considered bullying.
- Explore how girls and boys often bully differently.
- Ask students to write in a private journal, and describe a time when they have been bullied, and a time when they have been a bully. They should also explore what they wish they had done differently.
- As homework, have the students find, read and bring in a short article from a magazine or newspaper about bullying. If finding an article is hard for the class, photocopy some articles and distribute them.

### Lesson Two

- Students who feel comfortable are asked to share their journal entries. ***It is important here that the students are not forced to share if they do not feel comfortable.*** They may choose to read only part, or their whole response.
- Students may share their suggestions for what can be done to stop bullying.
- Chart their ideas.
- What can this class do to help with this issue at a school level?
- Chart their expanded ideas.
- Explain that the class will be working on a magazine project exploring the issues of bullying.
- Introduce the idea of the different types of shots and angles by showing photographs taken with the digital camera. Include the following: extreme close-up, close-up, medium shot, long shot, wide shot, low angle, high angle.
- Give students magazines and have them cut out examples of each type of shot and angle. These should be pasted in their books, and labeled.
- Discuss the situation if you were taking a picture of someone who was being bullied (from the point of view of the victim) what kind of angle and shot would you use? The children must be able to explain why they chose that angle.

### Lesson Three

- Share with the class different types of stories from magazines dealing with bullying. These may include informative essay pieces, interviews or first person accounts of the affects of bullying. It could also come in the form of a poem.
- Discuss with the students how the stories made them feel.
- Discuss the steps necessary to create a story. (e.g. story concept, research, interviews, reviewing the information, writing, editing).
- Chart the steps necessary to create a story or poem about bullying.
- Review the different types of shots and angles explored in the previous lesson. Discuss the affect of visual choices on the audience.
- Review some situations of bullying the students have explored in their journals. Create a list of five or six different situations.
- Divide students into their groups and assign each group one of the situations they've generated.
- The students will create a tableau that shows the scene.
- The students will create a second one that shows one way of dealing with the situation.





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- Each student should now create a storyboard of three different images, one for each tableau.
- The storyboard will be a visual planner for the digital photos that they are to take. These photos will be come a photo essay in the anti-bullying magazine.
- The students must consider the following issues: What kind of shots do they wish to use? How does their choice of angle communicate emotion? Who's perspective do they wish to show, and why?
- Within their groups, students share their storyboards, and select the ideas they wish to actually shoot for each of their tableau images.
- Have the students begin their bullying story or poem to accompany the photo essay. Each member of the group will contribute one piece of writing to accompany the photo essay.

### Lesson Four

- Learn how to take digital photographs concentrating on focus, composition and light exposure techniques.
- Show examples with strong photographic images.
- Create a class list of the criteria of visual and technical elements that contribute to these strong images.
- Using a group, demonstrate a tableau of one of the bullying scenes.
- Instruct students to consider the qualities of the characters being portrayed. Discuss the visual aspects of the composition of the tableau. What works and what doesn't work?
- Ensure that the elements of a strong tableaux are present.
- Components of Tableaux
- Clearly communicate character, action, and reaction (content).
- Include a variety of elements of design: body shapes, levels and balance.
- All members of the group are involved and are characters or inanimate objects.
- Clearly communicate the focus of the scene.
- The groups will have a brainstorming session to decide upon a photograph to be taken for the cover of their magazine.
- Have the students work with their groups and distribute as many digital cameras as possible.
- If possible, have parents and high school student volunteers supervising the students in the use of the cameras and the creation of the bullying photos.
- The student groups will discuss their ideas and revise if necessary.
- Each series of pictures can then be taken as well as the cover image.

### Lesson 5

- Completion of bullying tableaux photos for the photo essay and the cover.
- The students will review the photos that they have taken so far and decide if more photos have to be taken to complete their photo essay.
- Downloading of the photographs on to the computers.
- Each group will then be asked to design a cover page - they must think about elements of design while going through this process.
- The students will work further on their individual writing piece for the magazine.
- **Note:** Each group will be creating their own magazine.



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### Lesson 6

**This lesson is to take place in the computer lab.**

- Discuss how the photographs can be laid out and cropped, so that the images communicate the information that the photographer wishes.
- Discuss again the feelings involved with being bullied, and how that might be conveyed visually.
- Demonstrate how to open the software Microsoft Word and import digital photographs into a new blank document.
- Demonstrate how to lay out the page and input the type for a story.
- The students will import their photographs into a Word document and begin inputting their stories.

### Lesson 7

**This lesson is to take place in the computer lab.**

- Show examples of magazines that have effective design.
- Get input from the student about the design of the magazine.
- Discuss these elements of design and what visual factors affect it.
- Discuss issues such as font style, size, colour, use of imagery and the general layout.
- Each group will meet to discuss their magazine and ensure that it has a 'look' in common. One simple way to do this is to use consistent fonts and colours.
- Demonstrate in Word how to change the size and position of the image, and the layout of the text on the page.
- Students use computer lab time to input, revise, and edit their written work on their section of the group's magazine.
- Have a 'story meeting' with each group and review the plan for what individual students wish to include as their writing piece in their magazine.

### Lesson 8

**This lesson is to take place in the computer lab.**

- Demonstrate how to design the cover for the magazine by using an image to cover most of one page.
- Demonstrate how to use large scale text and change the position of the layout.
- Students should continue to fine-tune their writing and layout of the magazine. They are getting very close to publishing now.
- Each group must confer together to put all of the elements of their magazine into a uniform format.
- By the end of this lesson, all of the elements of the magazine should be completed. This includes the photo essay, a cover and a piece of writing from each person in the group.

### Lesson 9

- Each group is given time to show their magazine to the class, and to tell them about the different elements they have included in their design and why.
- Discuss and evaluate how effectively each group has created a magazine which explores the issues of bullying.

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