

Extra-Curricular Activity: Blubber

Description of educational activity:	<p>Duration: 50 minutes</p> <p>Pupils' age: 15-16 years</p> <p>Organisation of the class: frontal and in groups</p> <p>Pupils' tasks/activities:</p> <p>Based on the story "Blubber", written by Judy Blume, choose a group of students to read the dialogues with each student of the group interpreting one character, and another group to analyse each one. Then switch the groups and repeat the activity.</p> <p>Fragments:</p> <ol style="list-style-type: none"> 1. In the bus 2. In the bathroom 3. In the class (final fragment) <p>WARM UP</p> <p>The teacher asks the students if they ever faced a bullying situation based on physical appearance of one of their mates. If yes, they are asked to give examples of how they stopped it, which was their first reaction and which were their following thoughts.</p> <p>PRESENTATION</p> <p>Then, the teacher gives the students the following task, based on the story they have to read for today: <i>Based on the story "Blubber", written by Judy Blume, choose 3 fragments and a group of students to read the dialogues, and another group to analyse each one. Then switch the groups and repeat the activity.</i></p> <p>PRACTICE</p> <p>The teacher lets the students know that one of the fragments they are supposed to use is the final one. Then, s/he asks the students to choose another two relevant fragments, which illustrate the behaviour of Jill and her friends and the consequences that Linda has to face. The students choose the following fragments: <i>In the bus</i> and <i>In the bathroom</i>.</p> <p>Then, the teacher divides the class in two groups. The teacher informs them that the students in the first group are supposed to read the fragments in a chronological order, and the students in the other group are supposed to take notes, to sum up and analyse Jill's and her friends' behaviour, and also Linda's reactions. In the end, they have to compare their notes and find solutions for</p>
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	<p>all of the girls. The students in the first group divide their responsibilities without the teacher's intervention. They start reading the material aloud. The students in the second group take notes individually. They summarise the material their colleagues are reading, highlighting the main ideas. Then, in pairs of 3, they compare their notes and find solutions to help Linda and Jill's group of friends. After finishing the task, the teacher asks the students to switch groups. Now, the students in the first group have to take notes individually, then, in groups of 3, they have to compare their notes and find solutions. The students in the second group divide their responsibilities without the teacher's intervention.</p> <p>FOLLOW UP After the task is performed, the teacher challenges the students and organises a contest between the two main groups. The contest is based on the solutions they managed to find. The group who finds the most solutions will choose the topic for the next class. The students in the group who does not manage to find the most solutions will individually perform the following task: <i>"Imagine that Jill and Wendy would have not been on bad terms. What would have happened in the end of the story then? Write an essay of one page and change the end of the story"</i>. The group of 3 students who gives the most original solution will get a bonus in the next activity evaluation.</p> <p>Evaluation and assessment method: The teachers asks students to explain and argue what measures they would have take against Linda's bullies if they have been the school director of Linda's school.</p> <p>Effect of the activity on combating bullying: The activity enables students to accept the others as they are and do not judge them for their physical appearance or features.</p>
Book:	"Blubber" – Author: Judy Blume
Tags:	Understanding and analysing bullying, Feelings of the bullied
Objectives:	<p>This activity intends to enable students to:</p> <ol style="list-style-type: none"> 1. Understand bullying and its causes 2. Learn not to judge people by their appearance 3. Cultivate empathy and tolerance
Material:	The book "Blubber" by Judy Blume, Pen, Copybook

<p>Notes for the teacher:</p>	<p>Teacher should create the groups as balanced as possible, from a qualitative and quantitative point of view (by trying to include students with similar school performance in each group and by nominating same number of students in each group).</p>
<p>Recommendations for additional activities:</p>	<p>Teacher can asks students to work in pairs and write on a paper 3 adjectives about him/herself and 3 adjectives about his/her pair, then share and argue these adjectives with his/her pair.</p>