

Speak Truth to Power

Capstone Project: Identifying and Preventing BULLYING

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WHO I AM

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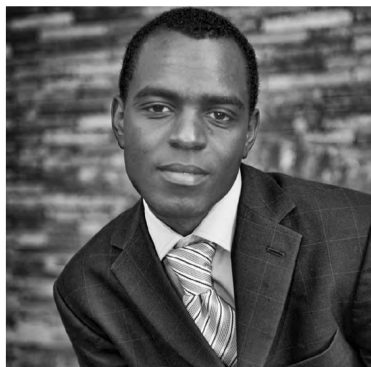


THE DEFENDERS

The defenders: Frank Mugisha

FRANK MUGISHA

In a country of 33 million people, Frank Mugisha is one of the few openly gay activists in Uganda. As a spokesperson for the rights of lesbian, gay, bisexual, transgender and intersex (LGBT) individuals, Mr. Mugisha advocates against Anti-Homosexuality legislation. In 2007, Mr. Mugisha was chosen to co-lead Sexual Minorities Uganda (SMUG), a coalition of LGBT human rights organizations. As a result of his public advocacy, Mr. Mugisha has lost jobs, friends and has become estranged from members of his family. A close colleague and co-head of SMUG, David Kato, was brutally murdered in his home after being outed in a local newspaper. Undeterred by threats of violence, Frank stayed on at SMUG and continues to amplify the aspirations of Uganda's most vulnerable communities. In 2011, Frank Mugisha received the Robert F. Kennedy Human Rights award.



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Frank_Mugisha_EN-1

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The defenders: JAMIE NABOZNY

Jamie Nabozny

Jamie Nabozny grew up in Ashland, Wisconsin, a small town located on the south shore of Lake Superior. By the time Jamie was in middle school, he found himself the target of physical violence and degrading acts by classmates.



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UNIT PLAN

UNIT PLAN: IDENTIFYING AND PREVENTING BULLYING 1º BACHILLERATO

Capstone Project:

My capstone project is an audiovisual narration: a video which by means of different slides tells a story created by students using texts, drawings and music. It tells a real story about bullying, and changes its plot. The music will be composed by the students using the musical language theory and both of them (storytelling and music) will try to express different feelings.

- Each group will be responsible for designing the drawings, the text and the music.
- We will show the final video in class.

Human Rights:

Article 2: Freedom for discrimination
Article 3: Right to life, Liberty, Personal Freedom.
Article 5: Freedom for torture and degrading treatment.
Article 25: Right to an adequate standard of living.

Guiding questions:

- What does it mean to be a bully, victim, bystander and defender?
- How does language usage contribute to our understanding of bullying, our tolerance of it, our comfort at stepping in to stop bullying?
- How does music usage contribute to express any emotions?

CAPSTONE

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UNIT PLAN

Lesson 1 Breaking down the term "Bullying"

- o What and who causes bullying?
- o Video: [Jamie Nabozny](#)

Lesson 2 Writing a storytelling

- o Computer room for navigating in the Internet.
- o [Human Rights](#)

Lesson 3 Drawing a storytelling

- o [Materials for drawing](#)
- o [An example of storytelling](#)

Lesson 4 Composing music

- o [Major and Minor tonalities](#)

- [Noteflight](#)
- [An example of song](#)

Lesson 5 Writing lyrics

- [Musical Intelligence and Foreign Language Learning](#)
- [Bye bye harassment](#)
- [Universal declaration of Human Rights](#)
- [Audacity](#)

Lesson 6 Making a movie

MUSICAL INTELLIGENCE

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MUSICAL INTELLIGENCE AND FOREIGN LANGUAGE
LEARNING

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Abstract
The article discusses the potential advantage that musically gifted FL learners have in developing the speaking skill, especially in acquiring some prosodic features. Empirical findings are provided to support the assumption.

Key words: language, music, linguistic intelligence, musical intelligence, foreign language learning

1. Introduction

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LESSONS PLAN

LESSON 1: Breaking down the term «Bullying»

LESSON 1: Breaking down the term "Bullying"

What and who causes bullying?

1. Warm up: write BULLYING on the board and ask students to write in a paper the first thing that comes to their minds when they read that term.
2. After the students came up and filled the board with their responses, they have to explain them.
3. Think in pairs and share in a big group:
 - What is bullying?
 - Who does bullying impact?
 - What does bullying look like?
 - What roles play out in a bullying situation?
 - Where take place bullying?

Lesson 1
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LESSON 2: Writing a storytelling

LESSON 2: Writing a storytelling

What is Speak Truth to Power?

1. What is Speak Truth to Power: The Program?
2. The students will move to the computer room for navigating in the Internet.
3. Work in pairs: visit the Website rfkhumanrights.org and look for Jamie Nabozny.
4. After they located him, read the text about him. Why did he become a Defender?
5. Each group has to write the responses on the board.
6. Look for information about him and write a description of his life.
7. In groups of five, divide Jamie Nabozny life in 10 stages and assign to each one a word of the first session's vocabulary which described that episode of him.
8. Compare responses and highlight the common words sharing in a chart on board with 10 columns.

Lesson 2
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LESSON 3: Drawing a storytelling

LESSON 3: Drawing a storytelling

What is a storytelling?

1. In this session the groups will start to draw the life of Jamie Nabozny.
2. Each drawing will identify a single stage of his life according to the words chosen in the previous session.
3. They will also think about one more word which describes the picture.

CHILDHOOD - CONFUSED...
THE SCHOOL - LOST...
MY FAMILY - MISUNDERSTANDING...
4. At the end of the session, the students will share their drawings.

Lesson 3
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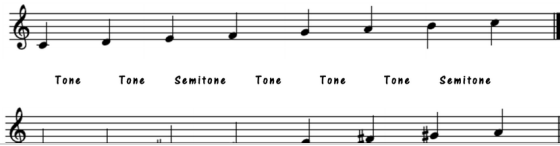
LESSON 4: Composing music

LESSON 4: Composing music

Happiness and sadness

1. In this session we will work with the Major and minor tonalities.
2. The use of Major and minor in music is referred to the distance between the sounds of each scale. To compose music in a Major tonality, we need to use a specific distance between the notes. The same happens in the minor tonality.

MAJOR SCALES



Lesson 4

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LESSON 6: Making a movie

Capstone #NoBullying

1. We will take a photograph of each drawing (we can do it with the mobile phone)
2. Then, the students will have to think about the word for each transition between each photograph.
3. We will make a video using different free programs.
4. The video will include: the music created and recorded by the students, the slides with each drawing with a title and the transitions between the slides, related to the Human Rights.

Lesson 6

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LESSON 5: Writing Lyrics

LESSON 5: Writing the lyrics

Bye bye harassment

1. The lyrics will be created using the vocabulary the students were working on in the first lesson.
2. The verses will use rap rhythm, the chorus could use a melody that could be repeated.
3. We will also use the vocabulary worked to create a poem, and looking for the Human Rights articles to collect some words. We can create different sentences which don't have to be related among them.
4. We will work first in groups of 4 to think about verses and choruses, Later the students will come up with their ideas in a big group, creating

Lesson 5

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VIDEOS ABOUT BULLYING



STRAIN (Anti-bullying Silent Short Film)

Directed by Yin Chang Cinematography by Chia-Yu Chen Two best friends have a deadly falling out when one of them joins a dangerous clique. Childhood best friends (Michelle Page and Cali Friedrichs) hit emotional crossroads when only one is chosen to join the popular clique in high school (Francesca Raisa).

VIMEO

LESSON 6: Making a movie



Bullying

This is "Bullying" by Simon Brand on Vimeo, the home for high quality videos and the people who love them.

VIMEO
