**Bully Prevention: A PBL (Project Based Learning) Lesson**

By Diane Zimmerman

**WHAT IS PROJECT BASED LEARNING (PBL)?**

Project Based Learning is a teaching strategy that enriches student learning through inquiry. It begins with a driving question—an authentic query about a meaningful topic for students—and it ends with learners presenting the results of their work in a public forum, oftentimes in a venue other than the classroom. Because PBL gives students a voice in the learning process and capitalizes on their natural desire to learn, it holds special promise for Jewish education. When well implemented, project based learning activities will enable students to acquire a deeper understanding of and make personal connections to their Jewish heritage.

**IMPLEMENTING PBL: SEVEN EASY STEPS**

1. The teacher identifies a content area for the project, and goals and objectives to be achieved.
2. The teacher develops a driving question that not only is related to a real-world problem, but also has authentic meaning for the students.
3. With guidance from the teacher, students generate questions they must answer to solve the problem.
4. With input from students, the teacher creates a timeline for the project and communicates it to students and parents.
5. Students research answers to the questions, reading textbooks and newspapers, searching online resources, conducting interviews, taking field trips, etc. Learning happens at school and at home.
6. Teachers and students continually evaluate the learning process.
7. Students present their results in a public forum, such as an assembly, a museum exhibit, a newspaper article, or a webpage.

**USING PBL FOR TEACHING JEWISH VALUES**

Project based learning is an excellent tool for engaging your students in learning that has an authentic and meaningful purpose that will relate to their life inside and outside of the school. The planning process is outlined in a graphic organizer, which can be used as a template for future PBL plans.

Note: Teachers need to prepare the student inquiry process and might want to choose the presentation format before presenting the project idea to the class. Students must feel that the project is an authentic inquiry and not just another assignment. Consider using the Online
Learning Center, where students can share research with group members, blog about issues related to the project, and even present the final project.

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Halbanat Panim (Not Humiliating Others): A Guide to Bully Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview:</strong></td>
<td>Students will apply the Jewish value of <em>Halbanat Panim</em>, not humiliating others, to a Bully Prevention Campaign.</td>
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</tbody>
</table>
| **Driving Question:** | *The driving question focuses the project from start to finish and should be relevant to students’ lives.*  
Bullying and therefore Bully Prevention has garnered much national attention over the last few years. Most likely some of the students in your classroom have been victims of bullying, and some may have even been instigators of bullying. Jewish texts, specifically *halbanat panim*, not humiliating others, can be used to guide us in how to treat others.  
*How can we use the Jewish value of halbanat panim to guide our choices in how we treat others, and specifically to prevent bullying in our school/synagogue?* |
| **Goal(s):** | Students will create a bullying prevention campaign for the synagogue/school. |
| **Timing:** | Number of learning sessions: 4 – 8 (depending on the amount of depth desired and the presentation format)  
Class time per session: 40 – 60 minutes |
| **Introductory Activity ideas to excite students about the project (creates a need for the learning)** | *It is important that students feel excited about the project and commit themselves to it. They should feel that the project is relevant to a real-life concern, and that it is not merely an assignment from a teacher. The need for the project might come from the students themselves, brought to the students’ attention by the teacher, or made relevant by a request from the principal or rabbi.*  
- Bring in a news article about a victim of bullying (age appropriate) or a bullying situation. Lead the discussion towards how students might prevent bullying.  
- Ask students to share examples of bullying situations that they have heard about or have experienced. Lead a discussion about how they might prevent have helped prevent the bullying.  
- If the teacher overhears the students talking about a bullying situation, use this conversation as a starter and lead a discussion about bully prevention.  
- The school principal or rabbi might come in and discuss the serious concern of bullying and ask the students to develop an anti-bullying campaign for the synagogue/school. |
| **Enduring Understanding** | *The Big Idea is what we want students to take away at the end of the project and should be the focus of the learning.*  
The Jewish value of *halbanat panim*, not humiliating others, is a core value that should guide decisions we make in how we treat others. |
### Learning Objectives and Student Inquiry

When using PBL, learning is based on the students’ need to know. Teachers, however, must develop learning objectives in advance. Students will...

- reflect on a selection of Jewish texts in order to develop understanding of the importance of the Jewish value of halbanat panim.
- apply the value halbanat panim to real situations that have happened in the school, with their friends, and/or in the news.
- develop an anti-bullying campaign or program for their school/synagogue.

The project begins with the students developing a list of questions that will guide their learning. For example:

- Why is the value of halbanat panim important in our school/classroom community?
- What do the ancient rabbis say about halbanat panim; does this apply to bullying?
- What does it say in the Tanakh about how we should treat others?
- What do these texts mean to us in our synagogue and in our secular lives?
- How will we teach others about halbanat panim?
- What is bullying?
- How does it feel to be a victim of bullying? To be a bully?
- What are examples of bullying?
- What should I do if I am bullied?
- What should I do if I see someone else who was bullied?
- How can we prevent bullying in our synagogue/school?

### Suggested activities to guide the learning process:

The learning process is planned by the teacher with input from the students based on their questions (above). Possible learning activities:

- Small groups of students study a text or two and then teach the rest of the class about the importance of the text. This might include using skits, short videos, discussion, comic strips, etc.
- Analyze real life scenarios related to bullying, and determine how the situation should be handled according to the Jewish view of halbanat panim (check [www.youtube.com](http://www.youtube.com) for examples).
- Invite the rabbi to a Q & A about the texts.
- Invite a guest speaker who was a victim of bullying to talk to the class.
- Survey teachers and students about the need for a bullying prevention program in the school/synagogue and use this information to guide the end product.
- Students review bullying prevention campaigns from secular schools and camps to find examples to use for their own campaign.

### Resources for Student Study

All of the following resources are ready to download and print [www.behrmanhouse.com/rl/bully-prevention-a-pbl-project-based-learning-lesson](http://www.behrmanhouse.com/rl/bully-prevention-a-pbl-project-based-learning-lesson)

**Getting Ready to Learn about Halbanat Panim:** An introductory exercise to find out what the students know, and to help them begin to inquire about halbanat panim. Consider using the same or a similar worksheet at the end of the project to help assess student learning and thinking.
| Text Study #1: A resource page from the Psalms and a student worksheet to help students understand how our texts are a guide to how we treat others. |
| Text Study #2: A resource page with texts and a student worksheet to help students understand the viewpoint of someone who is a victim of bullying. |

| Planning an Authentic End Product: | PBL end products must be authentic, and therefore address a real need. End products should be presented in a venue beyond the classroom, if possible. Students will create an anti-bullying campaign for the school/synagogue. The end product will: |
| | • Educate others about the effects of bullying  
| | • Use Jewish texts as a resource |

Venues for promoting the campaign may include:  
• School assembly, exhibit in the hallways, or at services  
• Teaching younger classes to help them understand the importance of the campaign  
• Synagogue/school website, newsletters or similar forums  
• Article in the local Jewish newspaper  
• Video clips posted in the OLC and promoted to teach others |

| Reflection and Evaluation: | Students and teachers should engage in reflection and evaluation during the project and also when it’s completed. |
| Student Reflection and Evaluation: | • During the learning stages: How well am I working with my group (helpfulness, sharing ideas, treating others with respect)? What do I plan to do next to help my group? What other information do we need to learn more about halbanat panim?  
| | • After the project: What did I learn about the Jewish value of halbanat panim? Why is halbanat panim an important Jewish value to others/to me? How will my understanding of halbanat panim guide my thinking and actions? |

Teacher Reflection and Evaluation:  
• During the project (with the purpose of providing students with feedback, and to adjust the project as needed): Rate students’ level of engagement and ability to work individually and in a group: Are the students learning the essential information about halbanat panim? Have they acquired the background needed to understand the importance of halbanat panim as a Jewish value?  
• After the project: Looking back on the process, did the students demonstrate understanding of Jewish value of halbanat panim? Did the end product reflect this knowledge? Do you believe students will be more cognizant of the value of halbanat panim in their own personal decisions? How well did the students work as a group? What would you do differently next time? |