

# STAND UP

VIRTUAL REALITY  
TO ACTIVATE  
BYSTANDERS  
AGAINST  
BULLYING

CURRICULUM GUIDE

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# Overview

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## WHY VR?

Virtual Reality Action Lab (VAL) has created a series of learning experiences that address teen bullying in schools. VAL engages middle schoolers age 13 to 15 to be “active bystanders” taking skillful action in difficult situations -- in and out of school.

Despite the development and use of dozens of anti-bullying programs around the world, a 2015 study by David Scott Yeager, Carlton Fong, Hae Yeon Lee and Dorothy Espelage found that, once students reach 8th grade, anti-bullying programs drop to nearly zero efficacy. In some cases, there was even an increase in bullying incidences. Young people are sophisticated, and often cynical, so they often tune out didactic interventions.

Yet we believe that young people resistant to more traditional anti-bullying materials might be willing to engage with them when they are presented in virtual reality (VR). VR allows viewers to simulate a real life experience more effectively than any other medium. For this reason, it is our hope that VR can help bridge the efficacy gap by providing powerful immersive and emotionally affecting experiences. VR is also perceived as a very new technology. And a new medium can open a doorway into previously-existing content. Finally, a VR experience is a private one. An observer does not know what the viewer is seeing on their screen. The student viewer will be free to engage with the experience sincerely and thoughtfully, without being perceived as uncool by peers.

### The goals of this curriculum are:

- To help young people gain greater knowledge of bullying and its components by understanding the different roles in the bullying dynamic: target, perpetrator, ally and bystander;
- To lower attitudes supportive of bullying and develop empathy for others;
- To lead to a greater willingness to intervene in bullying situations, to learn how to become an ally and to intervene successfully;
- To support young people to take action by providing a space not simply to talk and discuss bullying, but to create a PSA, poster, video, or song.

## DEFINING BULLYING

We all have personal experiences of bullying, whether it be as a bystander (viewer of bullying), perpetrator (agent of bullying) and/or target (object of bullying). Yet a formal definition can still be helpful. Though there are many ways to define bullying, any definition should invoke the following three elements:

1. Intentional perpetration of harm
2. Imbalance of power between perpetrator and target
3. Repetition of harmful behavior

For the purposes of this project, bullying is defined as repeated physical, verbal, or relational attacks intended to cause distress or physical harm, which involve an imbalance of power.

## CURRICULUM SUMMARY

This curriculum consists of six lessons that are built around three five-minute VR experiences:

1. “Stand Up,” a music and dance-based piece in which a young man must stand up with his female friend who is being shamed;
2. “No Easy Answers,” in which participants enter three different realities that show various ineffective responses to bullying;
3. “FutureCIRCLES,” in which participants travel to a future where bullying no longer exists and learn how to be change agents, using small actions to intervene.

Each VR piece is a unique expression of a filmmaker working to authentically reflect the complex and multifaceted nature of modern-day bullying and defy common stereotypes about perpetrators and targets.

The curriculum includes six lessons, which can be carried out as a complete set or cherry-picked according to the needs and available time of the instructor and students. The curriculum begins with Lesson 1, which provides an overview to the curriculum program and an introduction and tutorial in VR using non-bullying based content to build comfort and confidence in the new technology. It culminates with Lessons 5 and 6, in which students create and screen their own anti-

bullying media, inspired by the VR pieces experience in Lesson 2, 3, and 4. Each lesson is carefully designed to optimize the VR experience, providing a variety of learning modes to process and unpack the richness of each individual VR piece. Students will have opportunities to work individually, with a partner, in small groups, as a whole class, and to write, speak, listen and view VR.

## HOW TO USE THIS CURRICULUM

Teachers can and should adapt this curriculum to their own specific conditions (e.g., class size, period length, etc.). Nevertheless, we have provided detailed and timed agendas as well as sample “scripts” for each lesson that teachers can use and draw from. While there are six lessons included in this curriculum, a single lesson can be implemented over several days, depending on a given teacher’s schedule and period length.

Here are some tips for facilitating this curriculum in your classroom or educational setting:

- **View the VR pieces first**, before implementing in your classroom, as well as familiarizing yourself with the contents of this guide before your first lesson.
- Develop a **clear tech plan** and set of VR usage instructions (e.g., the preparation, handling, maintenance and storage of the tech, proper etiquette, etc).
- Prepare for the **emotional impact**. Because the curriculum and VR pieces deal with very personal and profound subject matter, some students (and adults) may have strong emotional responses. This is appropriate and even desirable, but be sure to plan enough time for discussion and activities both before and after the VR pieces and to give space for these feelings and emotions. Be sensitive to the fact that some of your students may have or still be experiencing bullying.
- Make sure that **every student feels included** and all voices are heard. Bullying is at heart about power imbalances and being silenced. Avoid letting a few students dominate the discussion. Yet, also provide space for quiet reflection and don’t push students too hard to speak if they are not ready.

For additional tips, see the “Tips on Facilitating” for each individual lesson.

# COMMON CORE STATE STANDARDS

Here is a summary of standards addressed throughout the curriculum:

## Writing Standards

- Write arguments to support claims with clear reasons and relevant evidence.
- Write narratives to develop real or imagined experiences or events.
- Produce clear and coherent writing including development, organization and style.
- Conduct short research projects to answer a question.

## Speaking and Listening Standards

- Engage effectively in a range of collaborative discussions.
- Delineate a speaker's argument and claims.
- Include multimedia components and visual displays in presentations to clarify information.
- Plan and deliver an informative/explanatory presentation.

## Writing Standards for Literacy in History/Social Studies and Science

- Write arguments focused on discipline-specific content.
- Draw evidence from informational texts to support analysis, reflection, and research.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.

# USING VR IN THE CLASSROOM

Virtual reality (VR) is a powerful and evolving technology. It is already - and will increasingly become - a powerful tool in education. However, it is easy for students to view it as merely cool or simply a toy. Conversely, it is possible that the exciting and dazzling world of VR may be overwhelming and difficult to process. For that reason, we have an introductory lesson to get students comfortable and confident with the tech so that students will be ready to use VR for learning in Lessons 2, 3, and 4 and not be distracted by learning the tool itself.

It is crucial to develop a clear plan and protocol for VR use. Many schools already have technology protocols and routines, so we don't suggest reinventing the wheel here. However, there are some VR-specific things to keep in mind.

It is important to consider that the VR user cannot see themselves or others once their headsets are on. They can easily bump into objects, into another student or trip and fall. Some side effects can be dizziness or eye strain. While some VR involves physically moving, in the three pieces included in our program, the camera is stationary, so the user will not need to walk to navigate their experience. Because each piece is filmed in 360 degrees, students should be able to turn and rotate their heads. For these reasons, we require that students **sit during their entire VR experience** and avoid rolling or swiveling chairs.

It is essential that every teacher uses and practices the VR technology before implementing the curriculum and teaching to their students. See <https://goo.gl/vYHnqL> for detailed resources on how to setup and use the Daydream View hardware - the equipment for which these experiences were designed. (The experiences can also be viewed on other mobile phone-based VR viewers, such as Cardboard.) And <https://goo.gl/80Cyfs> for how to use the Google Pixel Phone.

We provide further instructions, tips and scripts on VR use for each lesson, but here are some general guidelines for classroom use of VR:

- Make sure that each VR Kit is properly organized and all its contents match (e.g. VR Kit 1 contains Headset 1, Controller 1, Phone 1 etc)
- Google Pixel Phones and VR controllers will need to be charged before each lesson.
- Prior classroom set up is very important. Students will need to be able to put their VR headset down on a clean, sturdy table or surface while they write, reflect and/or engage in discussion with other students. They will also need to be able to put them on again to re-experience the VR a second time.
- Each teacher will need an organized method for distributing and collecting the VR headsets and phone used by each student.

Please note that the VR content has been pre-loaded on each phone and are to be accessed via the Daydream and the Jump apps that are located on the home page. No wifi or online access is needed.

For troubleshooting about the Phone visit <https://goo.gl/PdWrpE>. For the Daydream Headsets and Controller, visit <https://goo.gl/Dt516N> and <https://goo.gl/8MSk3T>.

# Lesson Plans

1. VR 101
2. STAND UP
3. NO EASY ANSWERS
4. FUTURECIRCLES
5. MEDIA MAKERS
6. SHOWCASE

# 1. VR 101

In this lesson, students gain an overview of the curriculum and learn how to use the VR technology. The class creates group norms on using VR technology and practices using the tool through several introductory tutorials.

# Summary

## ESSENTIAL QUESTIONS

- How can we create interest and enthusiasm for the anti-bullying curriculum?
  - How can we set up effective norms for using VR equipment?
  - How can we familiarize ourselves with the VR experience and the headset on which it is viewed?
- 

## MATERIALS NEEDED

- VR Kits (including Google Daydream headset, phone, controller, headphones): one per student, one for the teacher to demo.
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## CLASSROOM SET-UP

- Students need to be seated throughout their VR experiences. (They should not be on a rolling or swiveling chair.)
  - Students need a clear surface to place their headsets during discussions, when they are not in use.
  - Teacher needs to have adequate space in the classroom to easily get to a student who may be having difficulties with their headset or feeling any dizziness.
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## TIPS ON FACILITATION

- Play with and practice using the headsets in advance of teaching this lesson and implementation of the curriculum. (See detailed supports for the Daydream headset <https://goo.gl/vYHnqL>).
- Have a clear plan for distribution and collection of VR devices before class.
- Make sure the Pixel Phones and the VR Controllers are charged in advance.
- Understand that many students will feel like they have already dealt with bullying in school before (might be cynical, appear bored by the topic).
- Make sure students are being respectful with the VR equipment and not viewing it as a toy or a game.
- Be sensitive to the fact that some of your students may have (or still be) experiencing bullying.

# Agenda

## MIND WARMER/ WARM UP

(2 minutes)

### Individual Journal Writing:

*What is virtual reality? Have you ever used it before, if so, what was your experience like? If not, what do you imagine it to be like? Are you excited to try it?*

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## PRE-EXPERIENCE ACTIVITY

(2-3 minutes)

Students share journal writing aloud (voluntary only).

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## OVERVIEW OF CURRICULUM PROGRAM AND LESSON

(2-3 minutes)

### Introduction to the rest of the curriculum:

Sample Script: *This curriculum consists of six lessons that are built around three five-minute VR experiences:*

- *“Stand Up,” a music and dance-based piece in which a young man must stand up with his female friend who is being shamed;*
- *“No Easy Answers”, in which participants enter three different realities that show different ineffective responses to bullying;*
- *“FutureCIRCLES VR,” in which participants travel to a future where bullying no longer exists and learn how to be change agents, using small actions to intervene.*

*Each VR piece is a unique expression of a filmmaker working to have a real impact on middle school students and break common stereotypes about who bullies and victims are. In today’s lesson you will be focusing on learning how to use VR technology and try out several tutorial experiences. We will begin the bullying VR pieces next time. You should also know that the curriculum will end with an opportunity for you to make your own anti-bullying videos or other media to share with others.*

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## CLASSROOM AGREEMENTS

(3-5 minutes)

Class sets norms for exploring and discussing bullying including technology use.

Sample Script: *Before we begin using the technology, it’s important to state that we are going to explore bullying through VR for six lessons. During this time, a lot of feelings and emotions are going to come up. Bullying is a sensitive subject that can sometimes make us feel uncomfortable, upset or even angry. So it’s important to agree on some rules for how we are going to conduct ourselves during this time. Why do you think creating classroom agreements are useful? Take several minutes*

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to quietly write as many classroom agreements as you can. For example, here are some suggested agreements:

- All voices are important.
- Be an active and respectful listener.
- Don't laugh at someone who is trying to talk.
- Don't judge people by what they have to say.
- Don't interrupt—raise your hand to speak.
- Only join the main conversation—no side talking.
- Disagree respectfully.
- Use "I" statements, not generalizations. (Each person is the expert on his/her own experience.)
- Treat the VR headset with respect.
- Be curious about the headset, but don't treat it like a toy.

Students share agreements aloud as the teacher writes them on the board.

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## INTRODUCTION TO VR

(8-10 minutes)

Overview on VR use including detailed protocols.

- You are to remain seated at all times. (In some VR you can walk to move through the experience, but for this curriculum you will be stationary).
- You will be able to experience a full 360 degree experience so feel free to turn your head, look up, down, behind you, at any point during your experience
- When you have your headset on, you will not be able to see what your body is doing and what the bodies of others are doing.
- Don't stand up and start moving around (you might trip, bump into furniture or another student, and possibly break the equipment)
- There are occasional side effects like dizziness or eye strain. If you are exhibiting any of these, please take off the headset and signal the teacher.

Sample protocol and set of instructions:

- Have all students clear their desks and tables.
- Give out VR kits to each student. (Alternately, you can select student monitors to give out VR kits to each student. Or you can have students come, row by row or table by table to get their VR headset. You can also have student assistants help you bring the Headset directly to each student or table.)
- Instruct the students to not pick up their VR headset until every student has received one.
- The teacher should have a VR kit they can hold up and demo the contents with.
- Ask students to open their VR Kits.
- The teacher goes over the contents: Daydream Headset, the Google Pixel Phone, Controller and Headphones -- with special

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attention to the basic parts of the headset and controller (See: Appendix for diagram).

- When everyone has a sufficient overview of the equipment, instruct students to turn on their Pixel Phones and click on the Daydream app on the Home Page (See: Appendix for diagram.)
- Ask all students to put the Pixel Phone into the VR Headset: First, unclamp the headset “front cover hook” and place with the left side on the bottom. Then, re-fasten the hook so that the phone is securely in the headset.
- Next, have all students connect the Headphones.
- Then, all students should put on the VR headsets and adjust it to their own face.
- The Tutorial begins as a computer-generated forest scene. It should **start automatically** once the **Daydream app is selected** and the **Phone is in the Headset**. (Note that the Tutorial may also auto-start when the Phone is turned on for the first time.)
- Ask students to signal when everyone has their headsets on, properly adjusted and can see the forest scene.
- Each student should now take the controller in their hand and follow the prompt on the screen to click the Home button. This will take them directly to the tutorial. (Students can briefly take off their headsets to locate the controller if needed.)
- Instruct all students to begin their Tutorial and to stop when they get to the Museum (roughly 2:30 minutes in).
- Students who have experience any problems should raise their hand, not shout out.
- After the tutorial ends, ask students to put all of the VR equipment down securely in the center of the desk or table for the debrief.

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## BEGIN VR TUTORIAL EXPERIENCE

(2-3 minutes)

Students experience the VR tutorial piece (individually.)

Each student stops the Tutorial before entering the Museum (approximately 2 mins in).

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## WHOLE GROUP SHARING/ DISCUSSION

(3-5 minutes)

Students share their experiences and questions about VR.

Teacher-Guided Discussion:

- What was most fun, interesting or exciting about the first part of the VR Tutorial experience?
- Were there any difficulties or challenges you encountered?
- What questions do you have about the VR or the tutorial?

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## COMPLETE VR TUTORIAL EXPERIENCE

(5-8 minutes)

Students finish the VR experience by entering the Museum and exploring the experiences there.

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## THINK/PAIR-SHARE

(3-5 minutes)

Student pairs discuss the second part of the tutorial VR experience: what was the coolest/most fun part?

Make a list of questions they have about VR or using the Daydream headset.

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## WHOLE GROUP

(2-3 minutes)

Pairs share what they experienced in their second VR experience.

Teacher-Led Discussion:

- What questions about VR still remain?
  - You all have had bullying programs and curriculum before. How do you think VR might make this experience different?
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## WRAP UP

(2-3 minutes)

Summary of the lesson and preview of the next.

Give out homework assignment (below).

Whip Around: Share 1 thing you will remember from the lesson.

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## PACK UP VR KITS

(2-3 minutes)

Students pack up their equipment and put it in the VR Kit.

- Students disconnect Headphones.
- Students take the Phone out of the Headset.
- Students turn off their Phones.
- Students return matching equipment to their VR kit.
- Students close and zip up their kit securely.
- Student monitors retrieve each VR kit and bring to the teacher.

Troubleshooting the Tutorial:

If the Tutorial does not play automatically upon opening the Daydream app or turning on the phone, it can be accessed with the Headset on from the menu of apps on the screen beneath the larger set of “showcase” apps. It is a light blue tile with a white design of trees and planets outlined in a circle. If you

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cannot find it scrolling through that menu, it will be in the app Library at the bottom of the screen (a series of small squares within a grey circle).

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## HOMEWORK

Some people have said that VR is the technology of the future: in 100-200 words, explain why you agree or disagree.

# 2. Stand Up

In this lesson, students will engage in their first piece of anti-bullying VR, Stand Up, a three and a half-minute piece about two high school students, David and Kacie. The lesson includes activities before and after the VR experience that allow students to unpack and process the piece. The purpose of these activities is to deepen students' understanding and empathy with the characters. Students will work individually and in pairs, with some whole class check-ins along the way, to “monitor for meaning” and to clarify questions and misunderstandings.

Please note: Keep in mind that students will be accessing VR content through the Jump app rather than the Daydream app used in Lesson 1. Additionally, the piece is not interactive and so students will not be able to use the controller to interact with the content. (See: Introduction to VR piece “Stand Up” in the Long Form Agenda section for more.)

# Summary

## ESSENTIAL QUESTIONS

- What is bullying?
  - What does bullying feel like from the point of view of the target?
  - What can be done to prevent it?
  - How can people intervene in bullying situations?
  - Why do bystanders fail to recognize what the target might be going through?
  - What does it mean to “stand up” against bullying?
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## MATERIALS NEEDED

- VR Kits (including Google Daydream headset, phone, controller, headphones): one per student, one for the teacher to demo.
  - Student worksheets for Think/Pair-Share (See: Appendix).
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## CLASSROOM SET-UP

- Students need to be seated throughout their VR experiences. (They should not be in a rolling or swiveling chair.)
  - Students need a clear surface to place their headsets during discussions, when they are not in use.
  - Teacher needs to have adequate space in the classroom to easily get to a student who may be having difficulties with their headset or feeling any dizziness.
- 

## TIPS ON FACILITATION

- Be sensitive to fact that some of your students may have - or may still be - experiencing bullying.
- Perspective-taking needs practice and may not come naturally to some.
- Some who have experienced bullying may find that the music video or musical aspect of the VR piece is inappropriate to the realities they have faced.
- Stereotypes about gender are likely to come up -- especially in relation to Kacie’s choices. Be careful about discussions contributing to the shaming of Kacie.
- There is a Think/Pair-Share activity in this (and other lessons). You may want to select the partners in advance.
- Organize the VR kits for the class so they are ready to use in advance.
- Make sure the Pixel Phones and the VR Controllers are charged in advance.
- Have a clear plan for distribution and collection of VR devices before class. (See: Lesson 1 for more.)
- Make sure students are being careful and respectful with the VR equipment and not treating it as a toy or a game.

# Agenda

## MIND WARMER/ WARM UP

(2 minutes)

### Individual Journal Writing:

*What is bullying? What does it look like, sound like, feel like?*

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## PRE-EXPERIENCE ACTIVITY

(2-3 minutes)

Teacher asks the class if anyone would like to share their journal writing aloud (voluntary only).

- This is not intended as a “conversation” but a rather a quick sharing. It is an opportunity to hear several different youth perspectives to start the class.
  - Inaccuracies and misconceptions don’t have to be addressed here. They will be addressed through the rest of the lesson. If a student shares something that you believe is just plain false (e.g., “bullying has to be physical to be bullying”) you can simply say, “Thank you for your perspective. We will revisit this question later after the VR piece and develop a fuller definition of bullying at that time.”
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## INTRODUCTION TO VR PIECE

(3-5 minutes)

Introduction to lesson + overview of lesson.

Introduction to the VR piece “Stand Up”.

Sample Script: *Today we will be experiencing our first of three VR pieces dealing with bullying. It’s a three and half-minute piece about two high school friends named David and Kacie and how they dealt with experiences of bullying. We won’t get to address all issues dealing with bullying or solve this problem. But hopefully this first piece will get the conversation started.*

*Please note that this will have some situations and depictions that might trigger powerful emotions and feelings for you. You might also experience powerful connections between your own life and what is happening in the VR. If for whatever reason you need to stop the VR and take a break, please remove the headset and let me know.*

Hand-out VR Headsets (See: Lesson 1 for recommended protocol.)

Give Instructions on using the VR (See: Lesson 1 for recommended protocol.)

- Please note: after students turn on their phones and go to the home page, they will click on the Jump app instead of the Daydream app from the previous tutorial experience. They will then see three VR files listed and will choose the first one: Stand Up. Students will then place the phone in the headset. All other steps from the VR use protocol remain from Lesson 1.
- Additionally, in the Jump app, students will be able to play, rewind or fast forward the VR piece by clicking on the Touchpad during the experience and activating the Control Bar.

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- If the student accidentally exits the VR experience, by pressing the home button on the controller, there is no straightforward way to re-enter the experience. The student would need to remove the headset, restart the video, and put the headset back on. To prevent this, please ask students to place the controller on the desk once the experience starts, so they do not accidentally press the buttons.

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## VR EXPERIENCE

(5 minutes)

Students experience the VR piece individually.

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## SILENT REFLECTION

(3-5 minutes)

Individual Journal Writing:

*Describe your VR experience: What did it feel like? What was most interesting, meaningful or impactful?*

*Sample Script: You all just experienced the same VR piece. But you all had different feelings, thoughts and connections. So before we start discussing "Stand Up," I want to give you an opportunity to process your thoughts and feelings your own way, without the pressure or influence of other students.*

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## WHOLE GROUP SHARING/ DISCUSSION

(8-12 minutes)

Teacher asks students to share something from their journal reflections to the whole class.

Teacher-Guided Discussion:

What kinds of bullying did you see or hear?

The class makes a master list together.

The list might include:

- Students making fun of David and the way he dresses
- Students shoving and tripping David
- Students writing on a door when Kacie is in it with Mike
- Students sending photos on their cell phones about Kacie and Mike
- Students laughing at photos and re-sharing them on social media
- Mean comments, whispers and fake smiles
- Letter to Kacie calling her a snitch
- Making fun of Kacie's math idea

Teacher asks the students to come up with a "working definition" of bullying based on the VR experience.

After generating the definition, the class can be asked if there are any types of bullying that are missing from "Stand Up."

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(Optional) Teacher gives an “official definition” of bullying and students compare their working definition to the “official definition:

- *Bullying is defined as repeated physical, verbal, or relational attacks intended to cause distress or physical harm, which involves an imbalance of power.*

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## SECOND VR EXPERIENCE

(3-5 minutes)

Teacher assigns pairs of students with a specific character(s) in “Stand Up” to focus on in their second experience:

- David
- Kacie
- The Other Students

Teacher passes out Pair-Share Handout (See: Appendix).

*Sample Script: You are going to experience “Stand Up” for a second time. I am going to assign you and a partner a character or group of characters to focus on during your second experience. You will either be assigned Kacie, David or the other students (i.e., any student in “Stand Up” who is not Kacie or David). Please pay close attention to what your assigned character feels, thinks, says and/or does. Afterward, you and your partner will share your experiences and make a list together about your character.*

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## THINK/PAIR-SHARE

(3-5 minutes)

Student pairs share and discuss the character(s) they focused on and create a list of things they saw, felt, thought or did.

A sample list for Kacie might include:

- Kacie pushes David away when he asked for help.
- She makes fun of David’s shirt.
- Says she is “branching out.”
- She tries to ignore when other students post mean things about her on social media.
- She feels claustrophobic.
- She calls out for David to help.
- She reports the bullying to a teacher.

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## WHOLE GROUP

(8-12 minutes)

Pairs share what they noticed in their second viewing to the whole class.

The class creates a master list for what each main character felt, thought and did.

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Teacher-Guided discussion: Use the characters in “Stand Up” to answer the following:

- Why do people bully?
- How does it impact victims?
- Why do some people decide to intervene?

Further questions:

- Why did students bully Kacie and not Mike?
- Why does David decide to stand up for Kacie?
- How did David stand up for Kacie? What did he specifically do? (Answer: He stood next to her when students were bullying her in class.)
- Why was standing next to her so important for Kacie? What are some other ways to stand up for a target/victim of bullying?
- In the VR piece, the narrator raps: “Once David took action, it didn’t take long for the group to notice and follow along.” Why did others follow along after David finally stood up?
- What do you think is the message(s) of “STAND UP”? What do you think the filmmaker was trying to say? How effective do you think they were?

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## WRAP UP

(3-5 minutes)

Summary of the lesson and preview of the next.

Give out homework assignment (see below).

Whip Around: Every student stands and share a final thought on the lesson.

- *You will share one sentence that begins with the phrase: “I will remember...”*
- Some examples include: “I will remember that it takes a small action to make a big difference,” or “I will remember how quickly rumors spread,” or “I will remember how much fun this VR piece was.”

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## PACK UP VR KITS

(2-3 minutes)

Students pack up their equipment and put it in the VR Kit.

- Students disconnect Headphones.
- Students take the Phone out of the Headset.
- Students turn off their Phones.
- Students return matching equipment to their VR kit.
- Students close and zip up their kit securely.
- Student monitors retrieve each VR kit and bring to the teacher.

# Agenda

## HOMEWORK

Compare your initial journal writing with your feelings after the lesson.

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## EXTENSIONS

(possible further lessons and/or activities)

### The Talk Back (10-15 minutes):

In pairs, students will “Talk Back” to another character in the VR piece “Stand Up” from the point of view of the person they focused on in their second viewing. Students will choose from a menu of talk back options. They can be in rap form.

Menu of Talk Back options:

- Write a response from Kacie to the Teacher who says, “you should always come to me with this kind of problem. Here’s a pamphlet and let’s call your mama” or from the mentor to David when he tells David about the bullying Kacie has been facing.
- At the end of “Stand Up,” when David silently stands next to Kacie the narrator says “it didn’t take much for the others to notice and begin to stand up.” Write a short monologue from the POV of one of the other students convincing others to stand up like David.

Whole Group Sharing (12-15 minutes)

- Students share their Talk Backs aloud.

Feedback (3-5 minutes)

- Students can go around and give a “shout out” of praise for another pair’s Talk Back.

### Further Research:

Students conduct research on an aspect of the VR experience “Stand Up.” For example, what is the “bystander effect?” Or, what are the major signs someone you know is being bullied?

### Writing Piece:

Write a short (100-200 word) piece entitled:

- A Time I Stood Up To A Bully
- A Time I Was A Bully
- A Time I Was Bullied

# 3. No Easy Answers

In this lesson, students explore how schools (and society) deal and don't deal with bullying. Most people would say that bullying is bad -- even bullies. But it keeps happening. So it must not be as simple as "saying no to bullying" or finding all the bullies in the world and getting rid of them. This lesson deals with the fact that there are no simple answers and solutions to bullying and that an important step is understanding that how we think about bullying is actually part of the problem.

# Summary

## SUMMARY OF VR PIECE

In “No Easy Answers,” students enter three different realities that show different ineffective responses to bullying: “everything’s fine” (there is no bullying), “it’s not a big deal” (bullying is real but not a problem) and “it’s hopeless” (bullying is a real and insoluble problem). The piece encourages honest discussion of the realities of bullying response.

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## ESSENTIAL QUESTIONS

- How can schools and educational communities better address bullying?
  - Why does it seem so hard to actually tackle the problem of bullying?
  - How do we understand and talk about the problem of bullying? How are these understandings part of the problem?
  - How can a change in our understandings and beliefs change our behavior?
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## MATERIALS NEEDED

- VR headsets with integrated mobile phones (charged)
  - Think/Pair-Share worksheets
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## CLASSROOM SET-UP

- Students need to be seated throughout their VR experiences. (They should not be in a rolling or swiveling chair.)
  - Students need a clear surface to place their headsets during discussions, when they are not in use.
  - Teacher needs to have adequate space in the classroom to easily get to a student who may be having difficulties with their headset or feeling any dizziness.
- 

## TIPS ON FACILITATION

- Make sure to charge the phones in the headsets in advance of the class.
- While your students are becoming very comfortable and confident with the VR technology, still allot some time for going over usage procedures.
- Anticipate that students might express views that are critical of their school or that they view anti-bullying education as a joke. They may mention other teachers or adults who have expressed views and messages that are satirized in the VR stories.
- Some students might be confused or miss the irony, parody, satire and exaggeration in the VR piece.
- Where possible, make connections to previous lessons and VR experiences.

# Agenda

## MIND WARMER/ WARM UP

(2 minutes)

### Individual Journal Writing:

*What kinds of anti-bullying education have you received? What messages? What's effective and why?*

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## PRE-EXPERIENCE ACTIVITY

(2-3 minutes)

Teacher asks the class if anyone would like to share their journal writing aloud (voluntary only).

- This is not intended as a “conversation” but a rather a quick sharing. It is an opportunity to hear several different youth perspectives to start the class.
  - Inaccuracies and misconceptions don't have to be addressed here. They will be addressed through the rest of the lesson. If a student shares something that you believe is just plain false (e.g., “bullying has to be physical to be bullying”) you can simply say, “*Thank you for your perspective. We will revisit this question later after the VR piece and develop a fuller definition of bullying at that time.*”
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## INTRODUCTION TO VR PIECE

(3-5 minutes)

Introduction to lesson + overview of lesson.

Introduction to the VR piece “No Easy Answers”.

*Sample Script: Today we will be experiencing the second of three VR piece dealing with bullying. Last time we looked at what bullying is and ways we can stand up. This time we will be looking at how bullying gets talked about and addressed in schools (and in society). It's a five-minute piece called “No Easy Answers” and it's about the different kinds of messages we receive about bullying. In the VR piece, you will be able to choose between three different school realities to experience. As you begin, you will see three posters, each with one of the following phrases: Everything is Perfect; It's No Big Deal; and Everything is Hopeless. The VR experience will automatically lead you through all three realities. You might notice that the worlds you enter are exaggerations or parodies or the school worlds we live in. That is intentional. We will discuss why after your VR experiences, but I want you to know that if you are saying to yourself -- “this makes no sense, that's not realistic,” that's what the filmmaker intended. As I said last time, please note that this will have some situations and depictions that might trigger powerful emotions and feelings for you. You might also experience powerful connections between your own life and what is happening in the VR. If for whatever reason you need to stop the VR and take a break, please take off the headset and let me know.*

Hand out VR Headsets (See: Lesson 1 for recommended protocol.)

# Agenda

Give Instructions on using the VR (See: Lesson 1 for recommended protocol.)

- Please note: After students turn on their phones and go to the home page, they will click on the Jump app instead of the Daydream app. They will then see three VR files listed. They will choose the second one: “No Easy Answers.” And then place the phone in the headset. All other steps from the VR use protocol remain from Lesson 1.
- Additionally, in the Jump app, students will be able to play, rewind or fast forward the VR piece by clicking on the Touchpad during the experience and activating the Control Bar.
- If the student accidentally exits the VR experience, by pressing the home button on the controller, there is no straightforward way to re-enter the experience. The student would need to remove the headset, restart the video, and put the headset back on. To prevent this, please ask students to place the controller on the desk once the experience starts, so they do not accidentally press the buttons.

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## VR EXPERIENCE

(5-8 minutes)

Students experience the VR piece individually.

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## SILENT REFLECTION

(3-5 minutes)

Individual Journal Writing:

*Describe your VR experience: What did it feel like? What was most interesting, meaningful or impactful?*

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## WHOLE GROUP SHARING/ DISCUSSION

(8-12 minutes)

Teacher asks students to share something from their journal reflections to the whole class.

Teacher-Guided Discussion:

- What kinds of messages around bullying are expressed in the VR piece, “No Easy Answers”?
- The class makes a master list together.
- Are these messages like the messages you have received?
- Students can add other messages that they have heard in their own lives.

A possible list might include:

- Everything is perfect.
- It's no big deal.
- It's hopeless.
- If we had to deal with every little bullying situation, we'd never get anything done in school.

# Agenda

- It's part of growing up.
- Don't make waves.
- Don't shake things up.
- Don't be a snitch.
- People who complain about bullying are snowflakes.
- We can't stop it, so why even try?
- Teachers act like they care but don't really.
- It's human nature.
- Some people are just bad/born bullies.
- There has always been bullying and there always will be.

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## SECOND VR EXPERIENCE

(5-8 minutes)

The teacher assigns pairs of students with a specific story/character to focus on in their second viewing of the experience:

- Everything is Perfect: Sayid
- It's No Big Deal: Maria
- Everything is Hopeless: Shonda

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## THINK/PAIR-SHARE

(3-5 minutes)

Student pairs discuss the character(s) they focused on for their second viewing of the experience.

They make a list of what their character saw, heard, felt and did.

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## WHOLE GROUP

(8-12 minutes)

Pairs share what they noticed in their second VR viewing with the whole class.

Teacher leads the class to create a master list for each main characters of what they feel, thought and did.

Teacher-Led Discussion:

- How do Sayid, Maria and Shonda show that the messages are not accurate, true, and/or complete?
- What is the impact of these kinds of messages?
- Which of these messages do you find yourself believing (consciously or unconsciously)? Why?
- Why are some messages about bullying an obstacle to really dealing with the issue?
- What kinds of messages would be more helpful?
- If you were designing an anti-bullying program, what messages would you recommend?
- What do you think is the message(s) of "No Easy Answers?" What do you think the filmmaker was trying to say? How effective do you think they were?

# Agenda

## WRAP UP

(3-5 minutes)

Summary of the lesson and preview of the next.

Give out homework assignment (see below):

Whip Around: Every student stands and share a final thought on the lesson.

- *You will share 1 sentence that begins with the phrase: "I will remember..."*
- Some examples include: "I will remember that we often fall prey to negative messages." or "I will remember the cool zombies."

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## PACK UP VR KITS

(2-3 minutes)

Students pack up their equipment and put it in the VR Kit.

- Students disconnect Headphones.
- Students take the Phone out of the Headset.
- Students turn off their Phones.
- Students return matching equipment to their VR kit.
- Students close and zip up their kit securely.
- Student monitors retrieve each VR kit and bring to the teacher.

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## HOMEWORK

Create an anti-bullying poster. It could be real or a parody.

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## EXTENSIONS

(possible further lessons and/or activities)

The Talk Back (10-15 minutes):

In pairs, students will "Talk Back" to another character in the VR from the point of view of the person they focused on in their second viewing.

Menu of Options:

- Write a short monologue from Sayid, Maria or Shonda.
- What would they say to somebody who says "Everything is Perfect, "It's No Big Deal," or "Everything is Hopeless"?

Whole Group Sharing (12-15 minutes)

- Students share their Talk Backs aloud.

Feedback (3-5 minutes)

- Students can go around and give a "shout out" of praise for another pair's Talk Back.

Research Project:

Students conduct research on an aspect of the VR experience "No Easy Answers." For example, different anti-bullying programs and their effectiveness.

Writing Piece:

Create a list of recommendations for your school to better and more effectively address bullying.

# 4. FutureCIRCLES

In this lesson, students explore the question of whether bullying can ever be stopped and what we can do to help end it. The third and final VR piece asks us to consider how small actions can lead to big results.

# Summary

## ESSENTIAL QUESTIONS

- What is a bystander?
  - Do we have a responsibility to intervene when someone is being bullied?
  - How can an individual become a change agent?
  - How can small, individual acts become a chain reaction and do something big?
- 

## MATERIALS NEEDED

- Phone-integrated VR headsets
  - Think/Pair-Share worksheets (See: Appendix)
- 

## CLASSROOM SET-UP

- Students need to be seated throughout their VR experiences. (They should not be in a rolling or swiveling chair.)
  - Students need a clear surface to place their headsets during discussions, when not in use.
  - Teacher needs to have adequate space in the classroom to easily get to a student who may be having difficulties with their headset or feeling any dizziness.
- 

## TIPS ON FACILITATION

- Make sure to charge the phone associated with each headsets in advance of the class.
- While your students are becoming very comfortable and confident with the VR technology, still allot some time to going over tech usage procedures.
- Where possible, make connections to previous lessons and VR experiences.
- Encourage students who have not participated frequently to share their thoughts and voices with the class.
- Please note that this experience is nine (9) minutes long -- significantly longer than the other experiences.

# Agenda

## MIND WARMER/ WARM UP

(2 minutes)

### Individual Journal Writing:

*Can we ever eliminate bullying? Why or why not? Can we ever live in a bully-free world?*

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## PRE-EXPERIENCE ACTIVITY

(2-3 minutes)

Teacher asks the class if anyone would like to share their journal writing aloud (voluntary only).

This is not intended as a “conversation” but a rather a quick sharing. It is an opportunity to hear several different youth perspectives to start the class.

Inaccuracies and misconceptions don’t have to be addressed here. They will be addressed through the rest of the lesson. If a student shares something that you believe is just plain false, you can simply say, *“Thank you for your perspective. We will revisit this question later after the VR piece and discuss these issues further.”*

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## INTRODUCTION TO VR PIECE

(3-5 minutes)

### Introduction to the VR piece “FutureCIRCLES”:

*Sample Script: Today we will be experiencing the third and final VR piece dealing with bullying. In Lesson 2, we talked about the role of the bystander and why David and Kacie intervened or didn’t, when someone else was in need of help. In “FutureCIRCLES,” you will time travel as a friend of Maya, the protagonist, to a future where bullying no longer exists. The VR experience will address the role bystanders have in bullying and how you can become an agent of change that leads to a future without bullying. Please note that this will have some situations and depictions that might trigger powerful emotions and feelings for you. You might also experience powerful connections between your own life and what is happening in the VR. If for whatever reason you need to stop the VR and take a break please remove the headset and let me know.*

Hand out VR headsets.

Give Instructions on using the VR (See: Lesson 1).

- Please note: After students turn on their phones and go to the home page, they will click on the Jump app. They will then see three VR files listed and choose the third one: “FutureCIRCLES.” Students will then place the Phone in the Headset. All other protocol steps remain the same as Lesson 1.
- Additionally, in the Jump app, students will be able to play, rewind or fast forward the VR piece by clicking on the Touchpad during the experience and activating the Control Bar.

# Agenda

- If the student accidentally exits the VR experience, by pressing the home button on the controller, there is no straightforward way to re-enter the experience. The student would need to remove the headset, restart the video, and put the headset back on. To prevent this, please ask students to place the controller on the desk once the experience starts, so they do not accidentally press the buttons.

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## VR EXPERIENCE

(9-12 minutes)

Students experience the VR piece individually.

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## SILENT REFLECTION

(3-5 minutes)

Individual Journal Writing:

*What was most interesting, meaningful or impactful?*

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## WHOLE GROUP SHARING/ DISCUSSION

(5-8 minutes)

Teacher asks students if they would like to share from their journal reflection to the whole class.

Teacher-Guided Discussion:

- When Maya went to the future and met Athena and the Protectors, they showed her two scenarios involving bullying where many students and teachers were bystanders. Why do you think bystanders don't intervene in a bullying situation?
- Make a master list as a class.

This list might include:

- Afraid the bully will bully them
- Say it's none of my business
- Don't want to be called a snitch
- Don't realize the impact (they think it's no big deal, don't see the hurt inside the victim)
- Fear taking a risk
- Might not like the victim
- Might like the bully
- Feels the victim "deserves" it
- The victim didn't directly ask for help
- They don't see what's happening as bullying
- Don't know what to do to help
- Lack a sense of personal responsibility or self-confidence

# Agenda

## SECOND VR EXPERIENCE

(9-12 minutes)

The teacher assigns pairs of students with a specific bullying scenarios to focus on in their second experience:

- Boys in the hallway
- Girls and the stolen necklace

As you re-experience the VR, focus on what the bystanders feel, think, say and/or do.

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## THINK/PAIR-SHARE

(2-3 minutes)

Student pairs share and discuss the character(s) they focused on:

- What did students do or not do the first time?
  - What did they do the “replay” version of the bullying scenario after the protectors from the future intervened?
- 

## WHOLE GROUP

(8-12 minutes)

Pairs share what they noticed in their second viewing.

The class creates a master list of what the various bystanders felt, thought and did. (Feel free to add to the list from the students’ experiences in their own lives.)

These lists might include:

What did bystanders do when they saw bullying:

- Pretended they didn’t see it
- Laughed and acted as if it wasn’t serious
- Joined the person bullying because it was safer to side with the person with power
- Ignored it and hoped it would go away
- Hoped someone else would get involved

What ways did bystanders intervene in the “replay” of the scenario by Athena and the protectors?

- Didn’t join in
- Gave the bully a dirty look
- Asked the bully to stop
- Shook their heads in disapproval
- Deprived the bully of an audience
- Comforted the victim
- Didn’t validate the bully
- Told an adult

Teacher-Guided Discussion:

- Protector Oliver says: “There’s no way one person can fix it all. Many people have more choices to make a difference than they think.” Why do you agree or disagree with this statement?

# Agenda

- What do you think is the message(s) of “Stand Up?” What do you think the filmmaker was trying to say? How effective do you think they were?
  - How would you compare “FutureCIRCLES” to the other two VR pieces we experienced?
- 

## WRAP UP

(3-5 minutes)

Summary of the lesson and preview of the next.

Give out homework assignment.

Whip Around: Every student stands and share a final thought on the lesson.

- *You will share one sentence that begins with the phrase: “I will remember...”*
  - Some examples include: “I will remember that it takes a small action to make a big difference.” or “I will remember the Protectors from the future”.
- 

## PACK UP VR KITS

(2-3 minutes)

Students pack up their equipment and put it in the VR Kit.

- Students disconnect earphones.
  - Students phone out of the headset.
  - Students turn off their phones.
  - Students return matching equipment to their VR kit.
  - Students close and zip up their kit securely.
  - Student monitors retrieve each VR kit and bring to the teacher.
- 

## HOMEWORK

*Writing Assignment: Have you ever witnessed bullying and walked on by? Acted like you didn't see it? Didn't act? Stayed silent? Write about the incident and why you think you didn't get involved. Write a letter to your former self about what you could have done, based on what you learned today after experiencing “FutureCIRCLES.”*

# Agenda

## EXTENSIONS

(possible further lessons and/or activities)

### The Talk Back (10-15 minutes).

In pairs, students will “Talk Back” to another character in the VR experience from the point of view of the person they focused on in their second viewing.

Menu of Options:

- Write a short monologue from the targeted boy in the first scenario to Maya.
- Write advice to bullying bystanders from the perspective of Athena.
- Write a letter from Maya to students in your school.

Whole Group Sharing (12-15 minutes)

- Students share their Talk Backs aloud.

Feedback (3-5 minutes)

- Students can go around and give a “shout out” of praise for another pair’s Talk Back.

### Research Project:

Students conduct research on an aspect of the VR experience “FutureCIRCLES.” For example, find out if there are any countries that have greatly decreased or eliminated bullying.

### Writing Piece:

Create a poster for bystanders on how they can intervene.

# 5. Media Makers

In this lesson, students have a chance to synthesize and apply what they have learned in the previous lessons by creating their own piece of media. Students will plan, rehearse and shoot a 30-60 second, “one-shot” video on their cell phone about bullying. They will choose from a menu of choices based on the three VR pieces they experienced during the program.

# Summary

## ESSENTIAL QUESTIONS

- How can I synthesize and apply what I have learned about bullying?
  - How can I create a piece of media that will effectively communicate an anti-bullying message to other students?
- 

## MATERIALS NEEDED

- Cell Phones (1 per team: 3-6 students)
  - Blank Storyboard (See: Appendix)
  - Director's Protocol (See: Appendix)
- 

## TIPS ON FACILITATION

- Emphasize that students stick to the 60-second time limit.
- Encourage students to be creative and to avoid stereotypes and clichés.
- Let supervisors and other teachers know if you will be having students film in the hallways or around the school.
- You might want to create student teams in advance.
- Make sure each group/team has a (charged) smart phone.
- Consider extending this lesson into several days so that students can have more time to write, rehearse and shoot their videos.
- Consider securing other spaces to record videos, such as hallways, other classrooms, outdoor space, etc.

# Agenda

## MIND WARMER/ WARM UP

(2 minutes)

### Individual Journal Writing:

*What has been the most powerful takeaway from these anti-bullying lessons? Which VR piece impacted you the most?*

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## PRE-EXPERIENCE ACTIVITY

(2-4 minutes)

Teacher asks the class if anyone would like to share their journal writing aloud (voluntary only).

- This is not intended as a “conversation” but a rather a quick sharing. It is an opportunity to hear several different perspectives to start the class.
  - There are no right answers here.
  - This is valuable information to see what has really impacted the students so far.
- 

## INTRODUCTION TO THE MEDIA- MAKING CHALLENGE

(3-5 minutes)

Teacher states challenge and presents the menu of choices for the videos:

1. Drawing inspiration from the VR piece “Stand Up,” create your own rap/mini-music video about bullying.
2. Drawing inspiration from the VR piece “No Easy Answers,” create a parody video showing an aspect of anti-bullying education that you think is ineffective or incomplete.
3. Drawing inspiration from the VR piece “FutureCIRCLES,” make a video of people from the future giving advice on stopping bullying today.

*Sample Script: You have now experienced three different VR experiences, each with its own style and message. Can volunteers summarize each film and their message? You will now have an opportunity to take what you have learned and create some media of your own and to try to influence others in a positive way. Ultimately, addressing bullying is not about learning a set of facts and answers but engaging in the problem and taking action. In teams of three to six, you will write, plan, rehearse and shoot a 30-60 second video that you will share in class (or with other classes) next time. The film will be done in one take and one shot, meaning the camera will not move (like in the 3 VR pieces) and there will be no editing. Preparation and rehearsal are critical to your success! While you might be thinking 60 seconds is way too short for a video, making a video is very complicated. The VR pieces we experienced took months to write, rehearse and film, with teams of professionals all working very hard to create a three to five minute piece. The goal here is to impact your audience, so be thoughtful and creative.*

# Agenda

## SMALL TEAM PLANNING

(5-8 minutes)

Students choose from the menu of three VR themes above (music, satire, future).

They brainstorm 3 ideas for an anti-bullying message for their video.

*Sample Script: You will now get into your groups and review the the videos choices from the list of three options I just shared with you. Once you have made your choice, you will have five to eight minutes to brainstorm three possible messages for your video. The message is what you want to say to your audience. For example, a possible message could be, "Don't stand on the sidelines, step up!" or "Bullying doesn't have to be physical, words can hurt too!" Once you have you three ideas, you will pitch your ideas to either me or to another group of students.*

---

## PITCH

(3-5 minutes)

Teams present their three ideas.

In their pitch, each team will share:

- What video they chose from the menu
- Their three message ideas
- Why they think they are important for other students to hear

Feedback:

- This feedback can either be to the teacher, another team of students, or to the whole class.

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## SMALL TEAM PLANNING

(15 minutes)

Teacher hands out the Storyboard Planning Sheet (See: Appendix).

Based on feedback, teams select one message for their video.

Teams create a script for their 30-60 second video using the Storyboard Planning Sheet.

- The teacher should check in periodically with groups to make sure that the stories are not too long or overly-ambitious. A good indication that they are too long is if the students cannot fit their script into one storyboard.

# Agenda

## REHEARSAL

(10-15 minutes)

Hand out Director's Protocol (See: Appendix).

Student teams rehearse their videos focusing on:

- Timing (respecting the 60-second limit)
- Blocking (placement of actors)
- Vocal projection (sound quality)
- Work on memorizing lines (smooth flow of the performance)

*Sample Script: Now that you have finished your Storyboard and Script, it is time to rehearse. Because your video is one-shot with no camera movement and no editing, you will need to time and prepare everything just right. Part of the timing is what filmmakers call "blocking." Blocking describes where everyone stands and where and when they move and stop. This type of planning is especially important to ensure that all actors can be seen and heard by the camera. A common mistake is to have someone perform their lines and then look back at the footage and find out you couldn't see them or part of their face is cut off by the camera. So, again, timing and preparation are very important. Additionally, the volume of your voice is very important. Cell phones do not have professional-quality microphones so you will have to make sure you really project your voice so the audience will hear it. Lastly, another reason we are keeping your videos short is so that you don't have too many lines to read or remember. Try your best to memorize your lines before shooting the actual video. Rehearsals are a great place to learn your lines. If you can't remember all of your lines, you can read from a piece of paper or cue cards. But remember to project your voice.*

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## SHOOT FILMS

(5-8 minutes)

Teams shoot 2-3 "takes" of their videos.

- Keep in mind that this could get loud. You might want to consider allowing students to film the videos in different spaces (e.g. hallways, other classrooms, etc.).

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## JOURNAL REFLECTION

(5 minutes)

How well did your team work? How effective is your video? What might you do differently if you had more time?

# Agenda

## WRAP UP

(3-5 minutes)

Summary of the lesson and preview of the next.

Give out homework assignment.

Whip Around: One thing each student will remember from the lesson

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## HOMEWORK

All student teams must email the teacher their final video.

If students did not finish their video, their homework is to:

- Finalize their script
  - Bring in props and/or costumes to class next time
  - Memorize their lines, etc.
- 

## EXTENSIONS

(possible further lessons and/or activities)

Provide more time or class sessions for students to film their videos.

Provide more time or class sessions for students to edit their videos.

Provide students with more time to conduct research on their topic/message.

# 6. Showcase

Students will have an opportunity to share their media creations with their own and/or other classes. This will help to counter feelings of powerlessness that can accompany even the most powerful anti-bullying experiences. By teaching others about bullying, students can also gain even greater self-awareness and understanding of the issues.

# Summary

## ESSENTIAL QUESTIONS

- How can I impact others?
  - What have I learned that will stay with me beyond this program?
- 

## MATERIALS NEEDED

- Projector or large screen to play videos
- 

## CLASSROOM SET-UP

- Arrange seats and projector like a movie theater. Consider removing desks to fit more seats if you are bringing in other classes of students.
- 

## TIPS ON FACILITATION

- Organize all videos emailed by students in advance of the screening into a playable order.
- Secure a space for screening if you are using a space other than the classroom (such as the auditorium).
- Use your discretion as to whether to invite other classes, teachers, administrators or parents for the screening.
- Have clear guidelines for being a good audience.

# Agenda

## MIND WARMER/ WARM UP

(2 minutes)

Teacher asks:

*What do you hope to teach others about bullying? What is one small thing you plan to do to fight bullying?*

---

## INTRODUCTION TO SCREENING

(2-3 minutes)

Introduction to the screening format.

Introduction to tasks needed (e.g. room set up).

Assignment of roles for screening tasks:

*Sample Script: This is the final day of our VR anti-bullying program. It is an opportunity to take what we have learned and share it with others. And to make a difference. We will screen each team's 30-60 second videos. At the end of all the videos, we will open up the class for a question and answer (Q & A) session where the audience will get to ask questions of the filmmakers. Afterward, we will get feedback from the audience on what they thought was strong and impactful about your videos. Additionally, we need an emcee(s) or master of ceremony to introduce the films and to facilitate the Q&A. The emcee(s) can be chosen by the teacher, volunteers or voted on by the class. Now, we will need to take the next five to eight minutes to prepare and set up the class for our screening*

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## SET UP ROOM

(5-8 minutes)

Emcee(s) will use this time to prepare their introduction script.

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## PREP FOR SCREENING + Q & A

(3-5 minutes)

Teacher goes over questions audience members might ask.

This is very important, especially if the audience includes other classes, teachers, administrators and/or parents so that the filmmakers are not surprised by the questions.

Audience questions might include:

- What was the message of your video?
- Why is it important to you?
- What do you think is the most successful part of your video?
- What was the biggest challenge in making your video?
- What was your role in making the video?
- What might you do differently if you were to make it again?

# Agenda

Teacher reviews the emcee(s)' introduction script.

A sample script might be: *"We have spent the last X weeks engaged in a six-lesson curriculum on bullying featuring virtual reality (VR) technology. We then created our own 30-60 second videos that you will see today. At the end of all the videos, there will be a Q & A where you can ask the filmmakers questions about their work."*

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## SEATING

(3-5 minutes)

Of other audience members, if necessary.

---

## INTRODUCTION TO THE AUDIENCE

(3-5 minutes)

Teacher shares viewing guidelines for the audience:

- Turn off all cell phones.
- Be silent during the screening.
- Be an active listener and viewer.
- Be open and receptive to the videos and their messages.
- Think of questions to ask the filmmakers.
- Be appreciative.

Student emcee(s) give(s) context for the screening and a summary of learning and work done in the six lessons.

---

## SCREENING OF STUDENT VIDEOS

(8-10 minutes)

- Teacher plays the videos one after the other, leaving time for an introduction before each, and for applause after.
  - Teacher can introduce each video with the names of the students who created it.
- 

## Q & A

(5 minutes)

The audience asks questions to the filmmakers.

To save time, the filmmakers should stay in their seat in the audience as they respond.

# Agenda

## FEEDBACK FROM AUDIENCE

(3-5 minutes)

The audience shares “positive” feedback on the videos.

While there are many ways to ask for feedback, including soliciting constructive criticism, we recommend here asking only for positive feedback.

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## CLOSURE

(2-3 minutes)

Final thoughts on the six lessons from students and the teacher.

Whip Around: One thing you will remember most about these six lessons

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## EXTENSIONS

(3-5 minutes)

Students hold additional screenings of their media for other classes and/or young people.

Students create their own lesson plans for one of the VR pieces.

Students facilitate that lesson with another group of students.

Students design an effective anti-bullying program for their school.

# Handouts

VR PROTOCOL CHECKLIST

DAYDREAM HEADSET INSTRUCTIONS

PARTNER PAIRING ACTIVITIES

VIDEO PLANNING SHEET

BLANK STORYBOARD SHEET

DIRECTOR'S PROTOCOL SHEET

# VR PROTOCOL CHECKLIST

## PRE-CLASS

- Pixel Phone (charged)
- VR controller (charged)
- VR kits organized (all items match kit number)
- VR kits contain a) Pixel Phone b) Daydream Headset c) Controller d) Earphones
- VR kit for each student
- Teacher has own VR kit set aside to demo tech to students
- Classroom setup with stationary chairs for all students
- Classroom setup with table space for each student to place their VR kit and all contents when not in use

## IN-CLASS

- Students clear their tables
- Student monitors bring VR kits to each student
- Students wait for all students to receive their VR kit before opening
- Students turn on phone and open either Daydream app (Lesson 1) or Jump app (Lessons 2,3,4)
- Students place phone in headset making sure that front cover hook is securely fastened
- Students put on VR headsets and adjust to their faces
- Students put in headphones and pick up their controllers
- Students begin their VR content
- Students seated at all times during VR experience
- Students raise hands if there is any problem
- Students place their headsets safely in the center of their table after use

## END OF CLASS

- Students disconnect headphones
- Students take the phone out of the headset
- Students turn off their phones
- Students return matching equipment to their VR kit
- Students close and zip up their kit securely
- Student monitors retrieve each VR kit and bring to the teacher

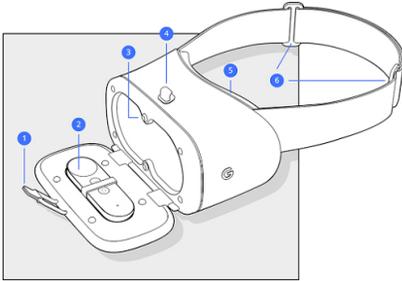


# HEADSET INSTRUCTIONS

## DIAGRAM OF DAYDREAM HEADSETS

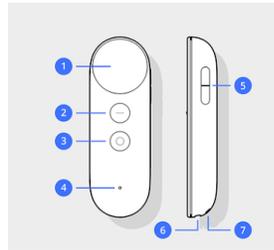
Hardware Features of Daydream View

Daydream View headset



1. Front cover latch
2. Controller storage tray
3. Automatic screen alignment posts
4. Front cover hook
5. Facepad
6. Headstrap adjusters

Daydream controller



1. Clickable touchpad
2. App button
3. Home button
4. Status light
5. Volume buttons
6. USB Type-C charging port
7. Wrist strap holes

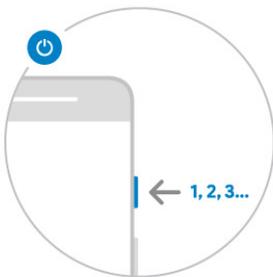
## GOOGLE PIXEL PHONE

### Turn your Pixel phone on & off

You can turn your Pixel phone on and off with the top button on the right side. You can turn the phone's power off, or turn the phone's screen off and on while the power stays on. Before you turn on your phone, charge it.

#### Turn your power on or off

- To turn on your phone when it's powered off, press and hold the power button for a few seconds.
- To power off your phone when it's turned on, press and hold the power button for a few seconds. Then, on your screen, tap Power Off.



#### Turn your screen off and back on

To turn your screen on and off while your phone's turned on, press the power button once. Tip: On Pixel 2 phones, you can see the time and some other information even when your screen is off.

#### Restart

To restart your phone, press and hold the power button for a few seconds. Then, on your screen, tap Restart. Tip: If you don't see "Restart," you can press and hold the power button for about 30 seconds, until your phone restarts.



# PARTNER PAIRING ACTIVITY

You and a partner have been assigned the character of **KACIE**. While you experience “Stand Up” for the second time, please focus on Kacie and what she feels, thinks, says and/or does throughout the VR piece. After your viewing, you and your partner will share what you noticed about your assigned character and make a list together.

Things Kacie felt, thought, said and did (list as many things as possible):

_____	_____
_____	_____
_____	_____
_____	_____



You and a partner have been assigned the character of **DAVID**. While you experience “Stand Up” for the second time, please focus on David and what he feels, thinks, says and/or does throughout the VR piece. After your viewing, you and your partner will share what you noticed about your assigned character and make a list together.

Things David felt, thought, said and did (list as many things as possible):

_____	_____
_____	_____
_____	_____



You and a partner have been assigned the character of the **OTHER STUDENTS**. While you experience “Stand Up” for the second time, please focus on the characters of the “other students” (i.e. student not Kacie or David) and what they feel, think, say and/or do throughout the VR piece. After your viewing, you and your partner will share what you noticed about your assigned characters and make a list together.

Things the “other students” felt, thought, said and did (list as many things as possible):

_____	_____
_____	_____
_____	_____



## PARTNER PAIRING ACTIVITY

You and a partner have been assigned the character of **SAYID** in the first story, **“Everything is Perfect.”** While you experience “No Easy Answers” for the second time, please focus your attention on what the character Sayid sees, feels, thinks, says and/or does throughout story. After your viewing, you and your partner will share what you noticed about your assigned character and make a list together.

Things Sayid sees, feels, thinks, says and does (list as many things as possible):

_____	_____
_____	_____
_____	_____
_____	_____



You and a partner have been assigned the character of **Maria** in the second story, **“It’s No Big Deal.”** While you experience “No Easy Answers” for the second time, please focus your attention on what the character Maria sees, feels, thinks, says and/or does throughout the story. After your viewing, you and your partner will share what you noticed about your assigned character and make a list together.

Things Maria sees, feels, thinks, says and does (list as many things as possible):

_____	_____
_____	_____
_____	_____



You and a partner have been assigned the character of **Shonda** in the third story, **“Everything is Hopeless.”** While you experience “No Easy Answers” for the second time, please focus your attention on what the character Shonda sees, feels, thinks, says and/or does throughout the third story. After your viewing, you and your partner will share what you noticed about your assigned character and make a list together.

Things Shonda sees, feels, thinks, says and does (list as many things as possible):

_____	_____
_____	_____
_____	_____



## PARTNER PAIRING ACTIVITY

You and a partner have been assigned the characters of the **BYSTANDERS in the first scenario of the boy being bullied in the hallway**. After your viewing, you and your partner will share what you noticed about your assigned character and make a list together.

Things the bystanders felt, thought, said and/or did during the FIRST version of the scenario:

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Things the the bystanders felt, thought, said and/or did during the SECOND "REPLAY" version of the scenario:

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You and a partner have been assigned the characters of the **BYSTANDERS in the second scenario of the girls and the stolen necklace**. While you experience "FutureCIRCLES" for the second time, please focus your attention on all of the BYSTANDERS during first scenario of the boy being bullied in the hallway. After your viewing, you and your partner will share what you noticed about your assigned characters and make a list together.

Things the bystanders felt, thought, said and/or did during the FIRST version of the scenario:

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Things the bystanders do differently during the SECOND "REPLAY" version of the scenario:

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# VIDEO PLANNING SHEET

You will write, plan, rehearse and shoot a 30-60 second video that you will publicly screen in class!

You now have an opportunity to take what you have learned during this anti-bullying program and create some original media of your own and influence others in a positive way. Your video will be done in one "take" and one "shot" -- meaning the camera will not move (like in the three VR pieces) and there will be no editing. Preparation and rehearsal are critical to your success!

Choose from the following menu:

- Drawing inspiration from the VR piece "Stand Up," create your own rap/mini-music video about bullying.
- Drawing inspiration from the VR piece "No Easy Answers," create a parody video showing an aspect of anti-bullying education that you think is ineffective or incomplete.
- Drawing inspiration from the VR piece "FutureCIRCLES," make a video of people from the future giving advice on stopping bullying today.

Please keep in mind:

- Be clear. What do you want to say to the audience?
- Be creative.
- Work as a team.
- Avoid cliches and stereotypes.

STEP 1: Select your choice of video inspiration from the menu. Write it below.

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STEP 2: Brainstorm at least 3 possible messages for your video. Write them below.

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# VIDEO PLANNING SHEET

**STEP 3:** Pitch your 3 messages for feedback. (Each team member should take a turn). Your pitch is an opportunity to try to convince others that your ideas are really great. So be enthusiastic and persuasive as possible! In your pitch, please includes a) What video you chose from the menu b) Your three possible messages c) Why you think these messages are important for other students to hear.

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**STEP 4:** Record feedback on your messages. Take notes in the space below.

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**STEP 5:** Select your message. Write it below.

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# BLANK STORYBOARD SHEET

Use the following storyboard to plan your 30-60 second video. Keep in mind that the camera will be stationary throughout (like the 3 VR pieces you experienced in the curriculum) and you will not be editing the project, so you will have to plan to film everything in one “take.” Sketch in each box what the viewer will see; and in the boxes below write all dialogue word for word and summarize the action.

Action / Audio	Action / Audio	Action / Audio
Action / Audio	Action / Audio	Action / Audio
Action / Audio	Action / Audio	Action / Audio



## DIRECTORS PROTOCOL CHECKLIST

The director has the critical job of coordinating and managing a shoot and making sure everyone in the cast and crew is on the same page.

At the beginning of the filming of each “take” the director says:

- “Is the phone charged?”
- “Is the camera person ready?”
- “Are the actors ready?”
- “Quiet on the set.”
- “Roll camera.” (The cameraperson presses the record button on the video device) “5... 4... 3... 2... 1... Action!”
- And when the actors are finished: “5... 4... 3... 2... 1... Cut.”

PLEASE NOTE that the countdown can be silent: The director uses their fingers to count down and points to the actors to signal “action”.

# Resources

[ADDITIONAL RESOURCES](#)

[ABOUT THIS PROJECT](#)

[ABOUT HARMONY LABS](#)

## ADDITIONAL RESOURCES

### **For more information about the importance of innovation in bullying prevention for teens:**

David Scott Yeager, Carlton J. Fong, Hae Yeon Lee, and Dorothy L. Espelage. "Declines in efficacy of anti-bullying programs among older adolescents: Theory and a three-level meta-analysis." *Journal of Applied Developmental Psychology* 37 (2015)  
<https://goo.gl/Nzt8zk>

### **Online resources from Google that focus on anti-bullying, safe environments and identity-based prejudice:**

**Google Immerse VR**  
Racial Identity  
<https://goo.gl/6Q8ib0>

**Google Digital Citizenship and Safety**  
Manage Your Online Reputation  
<https://goo.gl/TsCYUw>

**Google Be Internet Awesome Curriculum**  
(for children in grades three through five)  
Digital Citizenship & Safety Curriculum  
<https://goo.gl/T3MbmF>

## ABOUT THIS PROJECT

VR Action Lab explored how VR can address the precipitous drop in efficacy of anti-bullying efforts in middle school and activate young people as upstanders. The Action Lab united award-winning media makers with young people, practitioners, researchers, designers and other leading experts to produce three VR experiences embedded in a pilot-tested six-lesson curriculum. Future iterations of the Action Lab will use the same rigorous, multidisciplinary approach to prototype additional social impact uses for emerging media technology.

VR Action Lab was a collaboration between Harmony Labs and Google's Daydream Impact, bringing together [Screenwriters Colony](#), [Sensorium Works](#), and [Institute of Play](#) with young people, university researchers, and middle-school practitioners across four states. For more information visit [Google's Daydream Impact](#) or [Harmony Labs](#).

## JOIN US

Are you interested in conducting an Action Lab for a social issue or emerging media technology you care about? Would you like to bring the VR Action Lab's anti-bullying experiences and curriculum to your school, or include them in a film festival? Email [hello@harmonylabs.org](mailto:hello@harmonylabs.org).

## ABOUT HARMONY LABS

Harmony Labs is on a mission to understand media influence at scale, and to experiment with using media to support an open, resilient, democratic society.

Harmony Labs runs an accelerator that provides capital, community and other resources to individuals and early-stage companies, as they build technology that advances our understanding of media influence. And we work with media makers, publishers, tech companies, advocacy groups, researchers and others to address pervasive challenges, like detecting persuasion online or optimizing content to cross partisan divides.

Harmony Labs is a 501(c)3 based in New York City. We have partnered with and/or received funding from leading organizations like Google, The Ford Foundation, The Corporation for Public Broadcasting, MTV, Mozilla, Columbia University and the Defense Advanced Research Projects Agency (DARPA).

Special thanks to Dr. Grace Ahn, Mia Doces, Jeremy Engle, Dr. Dorothy Espelage, and Dr. Susan M. Swearer.

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