

1st place  
2013  
Stand Up for  
Justice

nominations are accepted.

Nominee's Name MARGARET W. BASTIDA  
Nominee's email bastim@collierschools.com  
Number of years' teaching 23  
Grade or subject taught Technology Elective - 7th  
School PINE RIDGE MIDDLE School  
Address 1515 PINE RIDGE ROAD  
Phone (daytime) 377-4791  
Phone (evening) 239-262-2326  
786 351 7162

On a separate page(s) with the name of the nominee on each page, please briefly:

Describe the precipitating events that motivated you to initiate these lessons or activities.

Describe the lesson(s) or activity(s), and, if adapted from another source, please reference.

Explain how the lesson(s) or activity(s) teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist.

Explain how it helped them counter bigotry and bullying and prepare them to stand up for justice?

IF YOUR APPLICATION IS SELECTED AS A FINALIST, YOU WILL BE ASKED TO PROVIDE EVIDENCE/PROOF OF EFFECTIVENESS, SUCH AS, BUT NOT LIMITED TO: A QUESTIONNAIRE OR INTERVIEWS, DOCUMENTED ANECDOTAL CONVERSATIONS AND/OR OBSERVATIONS, ETC.

Please complete the following section if you are nominating someone other than yourself.

Your name \_\_\_\_\_  
Your email \_\_\_\_\_  
Your address \_\_\_\_\_  
Your phone, day and evening \_\_\_\_\_  
Relationship to nominee \_\_\_\_\_

Submit the completed form no later than February 15, 2013, to:  
Beth Povlow  
Educator Grant Coordinator  
c/o CRC, Jewish Federation of Collier County  
2500 Vanderbilt Beach Road, Ste. 2201  
Naples, FL 34109

#### Requirements:

Here is an example of a submission and 2012 Award Winner

Community Relations Committee  
Jewish Federation of Collier County  
2012 Community Relations Committee "Stand Up for Justice" Educator Award Winners

Jonah Nicosia & Jennifer Correa, Guidance Counselors, Manatee Middle School

Manatee Middle School's guidance counselors, Jonah Nicosia & Jennifer Correa continued the Anti-Bullying campaign that began last year, but enhanced it to involve more student participation and include a guidance lesson in all classrooms.

This year an announcement was made for all students interested in participating in an anti-bullying committee to sign up. A total of twenty-

**Describe the precipitating events that motivated you to initiate these lessons or activities.**

I suppose that I was aware, as much as any citizen of this country somewhat on top of news, that bullying was becoming a national epidemic. However, I think I couldn't fathom that it had crept into our Pine Ridge Middle School halls here in sweet, little, refined Naples. Big cities, maybe, but Naples??? These children had everything going for them, too much to offer the world, and lots of family support and guidance. I had come over from the big city where bullying was rampant, but not here...

As a Technology elective teacher here for the third year now, each year I touch on various topics for Internet research and a substantial amount of writing using *MS Word*. Last year (2011-2012) sometime during the first few weeks, one of our class activities was a short quasi-Socratic seminar on the topic of bullying. Thoughts on the topic were mostly general, until the students readily admitted to me, that bullying WAS a real problem within our walls here at school. I followed up with a few correlating activities, but had so much other curriculum planned, that in essence, I was left at year end feeling like I had dropped the ball on the bullying problem. Teachers never talked about it, the students never mentioned it again, and life went on.

To understand my technology classes (6 periods of them), I must explain that I teach to the whole child: computer literacy, writing, note-taking skills, spelling, math, workplace readiness skills, team-building, decision-making skills and respect, not necessarily in that order, but all of them all year long. I use *MS Word*, *Excel*, *Publisher*, *Access* and *Adobe Photoshop* and *Dreamweaver* as the types of software that help me make my teaching relevant and useful to these children. So this year I decided to do things differently. I started the year with an anti-bullying campaign.

**Describe the lesson(s) or activity(s), and, if adapted from another source, please reference.**

One of the first projects the students create each year is a table in *MS Word*. It usually has involved a comparison/contrast theme with a basic two-column design, but this past September, I did things differently. I decided first that my students had to educate themselves on the bullying problem itself, accept that it really is a problem in society, before they could buy into an *anti-bullying* campaign.

So I started with 5 days of *Internet* research and note-taking on the topic of *bullying*. They were partnered up randomly. I offered them no specific websites, but instead sent them looking at whatever sites they found that interested them. I had not taught the first lesson on search techniques, but rather felt that they would enjoy the creative license to find what they could find and read what they wanted to read. The topic was RELEVANT and I knew of great interest to them at middle school level...peer pressure and all.

They then were asked to design and create a table of information, based on their notes and research. The next activity was for each partnership to present their digital table to the class, using the AV projector, while opening themselves up for questions and discussion. So as to accommodate other curriculum using *MS Word*, and at the same time continue to generate daily involvement and interest in our *anti-bullying* theme, only one table was presented daily by its creators. The presentation of these tables took several weeks. That turned out to be beneficial because I saw our anti-bullying campaign growing day by day. Basic questions and discussions evolved into debates on "Who is a bully?" "Why do people bully?" "How can you tell if a kid is being bullied?" "Cyber bullying – is it worse than face-to-face bullying?" Awareness was rising and along with it came ownership of the problem and a desire to do something about it.

I usually jump into *MS Publisher* at that point of the school year with the goal of students learning how to create a brochure. They create a 21-day state tour of their liking including any places



they would want to visit within that state, but also requiring a national or state park, an historical site, a museum, to be included. I believe that offering students choices is an important part of teaching and learning today. So it was at this point that I went out on a limb, held my breath and asked ALL of my classes whether they would like to make their first brochure about *anti-bullying*, and delve into the state brochure after that. 3 classes said YES! 3 classes said no. I saw fear register in some of them and knew the bullies had won already.

Without the personal buy-in of those three classes that accepted my challenge, things would not be where they are today. They completed the brochures and finally caught up to other classes with the state brochure, but juggling different topics and different criteria proved to be more time-consuming than I had expected. The brochures turned out great by December but getting there was much more work and many more class periods than I ever expected. One reason why: the brochures had to be perfectly edited if they were to go “public”. In my normal assignments, writing is secondary to computer literacy and errors are marked but rarely edited by the student, due to time constraints. Even though I constantly address grammatical errors and writing and spelling skills, producing an effective well written brochure took four levels of editing time: first, me personally, delineating their errors, second, creators’ corrections, thirdly, peer correction, and lastly, me again.

Printing multiple color copies, folding them into 3-fold brochures and then collating them into a “variety pack” (i.e. one of each) was and still is a costly and timely effort. Many students are very willing to take on that effort. Exhausting the color toners, new ones (4 at a time) have already been purchased using my department funds allocated to me by both the district and our generous PTO.

January, 2013: we are ready to go public with our *anti-bullying* campaign. I informed the entire PRMS staff by email that my students are to initiate discussion with their other teachers, will be marketing “variety packs” for use in their classes, and also offering a 15-minute presentation to any

teachers and classes interested. To keep our idea alive, I offer ALL six of my classes Extra Credit grades for three things so far: class presentations (worth 2-A's), marketing a "variety pack"(worth 1-A) and/or Pass-it-on (worth 1-A), that is, hand out 5 *anti-bullying* brochure to 5 students and ask them to read it and pass it on.

By the end of January, we had 8 class presentations and variety packs sitting in 12 teachers' classrooms, on the main office counter, on each counselor's desk, in the school library and in the school bookstore (hand out with purchase). They are also using them digitally as background as we await the morning news show. One student took a pack to his Mom who teaches at an elementary and he is awaiting news whether he can "present" to her 2<sup>nd</sup> grade class. We are rolling! We will continue with more presentations and our next step will be bookmarks created in *Publisher* as soon as we finish our current project now in Semester 2. Simultaneously we are working on the translation of some of the brochures into Spanish. Some of the PRMS Spanish Class students have graciously offered and have begun the task!

**Explain how the lesson(s) or activity(s) teach students the importance of respecting others no matter what religious, racial, cultural, or other differences exist.**

As they presented their table of information to us with their partner, each student was first expected to tell us the one thing that they had learned that really surprised them. These students had seriously been shocked as 90% of them shared: they had NO idea that bullying was such a serious problem nationwide. They shared their empathy for those bullied, their thoughtful discussion on why people bully, and their personal concern for what they could do to stop the epidemic. In talking about why people bully, we talked about differences. In talking about who gets bullied, we talked about

differences. In talking about how people bully, we talked about differences. They all had different ways of solving the problem. This project brought differences to the forefront. When they created their brochure, I gave no parameters. They all came out differently, a product of differences.

**Explain how it helped them counter bigotry and bullying and prepare them to stand up for justice?**

I feel certain the sharing we did each day for weeks with the presentations helped the students become more introspective about their own behavior and much more willing to be accountable for it. I also believe that bringing hard clear research statistics brought authenticity to the problem and placed it much closer to home for them. Many began to see that what they had formerly considered attention getting antics by themselves or some of their peers now appeared clearly to be forms of bullying. Raising their level of personal awareness of the bullying problem at a local level within the comfort zones of a classroom setting has already made many students much more conscious of standing up for justice. I feel confident that education is the key to opening people's minds. The students' enthusiasm to educate their peers is snowballing. Making students mindful of the seriousness of bullying is the start to a proactive stance against all injustice and bigotry.