

## ODD GIRL OUT

A Supplemental lesson for the AVB program -  
recommended for lesson 12 or as an overview.

**PARENT PERMISSION IS NEEDED FOR STUDENTS TO BE ABLE TO  
VIEW THIS MOVIE: A COPY OF THE SLIP FOUND AT  
[www.asdk12.org/MiddleLink/AVB/lessons/](http://www.asdk12.org/MiddleLink/AVB/lessons/).**

### **Objectives:**

Students will:

1. be able to identify characters from ODD GIRL OUT and the roles they play in the conflict.
2. be able to understand how these roles affect the outcome of the conflict.
3. be able to empathize with the effects of the victimization shown in the movie.

**Gathering: Corners (Cooperative Meetings by Spencer Kagan, Karen Kettle, Don McLean, and Chris Ward, Section 4.1, 2004)**

Steps: (Please remember that there are many variations for this activity)

1. Leader shows and reads the answer at each "corner". In this gathering there are more than four answers (name calling, cyber-bully (MSN instant messaging, websites, blogs, emails etc...), rumors, exclusion/silent treatment and backstabbing). The corner posters found at [www.asdk12.org/MiddleLink/AVB/lessons/](http://www.asdk12.org/MiddleLink/AVB/lessons/) for ODD GIRL OUT.
2. Leader reads the question "Which form of girl bullying would you most like to address at your school?"
3. Participants record their answer on a Post-It note at their seats - using one of the answers.
4. Participants go to the "corner" that represents their answer.  
At each corner, participants put their Post-It on the answer and then share why they answered the way they did using round robin format.

### **Lesson:**

During the movie, there are different times when you should stop the movie and have a quick discussion or have the students complete an activity. These are only suggestions for what you can do. The point behind this lesson is that ODD GIRL OUT is a powerful movie by itself and with discussions and

activities it can be both powerful and a great learning tool. This movie does need debriefing!

1. Begin showing the movie **ODD GIRL OUT**.
2. Stop the DVD at 8.20
3. **TEACHER DIRECTED DISCUSSION:** Ask the students to identify the aggressor(s), victim(s), bystanders(s) and if there are any problem-solving bystanders. Also get the students discussing the "misunderstanding" that is taking place and who are playing key roles in the misunderstanding. Here are the definitions for the above AVB terms: **Aggressive:** acting in a hostile manner that denies the rights of others. **Aggressor:** One acting in a hostile manner (bully) - provoke others - starts fights **Victim:** One that the aggression is aimed at (target) - physically or verbally attacked **Bystander:** One that is nearby during a conflict - plays a pivotal role in conflict resolution. **Problem-solver bystander:** A bystander who tries to de-escalate the situation.
4. **ROUND TABLE (**Cooperative Meetings** by Spencer Kagan, Karen Kettle, Don McLean, and Chris Ward, Section 3.21, 2004)**  
Steps: (Please remember that there are many variations for this activity)
  1. Arrange the students in groups of 4.
  2. Each group is being asked to record the types of bullying that are observed while viewing the movie and to make sure they are using a few specific words about the types of bullying observed. The template for this activity (Types of Bullying that are Portrayed) is found at [www.asdk12.org/MiddleLink/AVB/lessons/for \*\*ODD GIRL OUT\*\*](http://www.asdk12.org/MiddleLink/AVB/lessons/for_ODD_GIRL_OUT).
  3. Student A writes their response and passes the paper to student B, student B writes and passes to student C, continue this process with all four group members. Give the students 2 to 3 minutes or when you see that the students are done.
  4. Give the students time to discuss within their groups the responses they wrote down on the paper. Continue this activity throughout the movie. It will be easier for the students to stop more often than having to fill out the template at the end of the movie. Give three to four minutes at the most.
5. Start DVD again and stop at 36.14

6. REFLECTION QUESTIONS/SMALL OR LARGE GROUP  
DISCUSSION: Ask the students to think about the following questions: Even though it appears that Stacey comes to Vanessa's rescue, is she really a friend (problem-solving bystander) or a foe (aggressor)? How does Stacey's behavior affect Nikki's behavior? After the students have time to process the questions, have them turn to a partner and share their thoughts. If wanted open the discussion up to the whole class. It could be interesting to find out the students' thoughts about Nikki.
7. ROUND TABLE: Back in the groups of 4, have students add to the "Types of Bullying Portrayed" template. Give a couple of minutes to add examples and for discussion following the same format as the first time.
8. Continue DVD and stop at 108.
9. INTERVIEW STYLE QUESTIONS AND ANSWERS: Ask the students to think about how Vanessa has been treated throughout the movie. In partners, one student (interviewer) will ask the first two questions and ONLY LISTEN to their partner's (interviewee) responses.
  1. What do you think about how Vanessa has been treated?
  2. How do you think Vanessa feels about how she has been treated?

**After 2 to 3 minutes, ask the pairs to switch roles. The two new questions are:**

  3. What did you notice Vanessa do as a result of being bullied?
  4. What do you think you would do in Vanessa's shoes?
10. Continue the DVD to the end.
11. Have the students complete activities as needed.

**Closure:**

Students will reflect on how Vanessa gained control of her life and how they could learn from her experiences. Give each student an index card to write on. On side A, have the students answer the following questions:

1. Should we show this movie to other classes?
2. Do you think it would help students not bully other students?
3. Do you think this movie will help kids who are bullied think about how to handle being bullied?

On side B, give the students the chance to give comments or ask questions.  
**Collect the cards and read.**

**Evaluation:**

Choose from one of the bullying incidents listed or from one that you cited on the "Types of Bullying that are Portrayed" paper. Using the movie, AVB training, and personal experience, what would you say to a girl who was being bullied like Vanessa was?

- Incident on the soccer field with Nikki and Vanessa runs off the field.
- Incident where Nikki, Stacey, and the other girls are harassing Vanessa in the locker room as she hides in the stall. Stacey ends the harassment by saying she has an Algebra test - all the girls follow her without saying anything more.
- Incident where Stacey tells Vanessa that everything is fine with their friendship (leads Vanessa to believe that she did something wrong) and then gives her the wrong date for her birthday party.

Please, use teacher discretion on length, time given to complete, etc. for this assignment.

**Resources:**

AVB Terms and Think-First Model from Aggressors, Victims, and Bystanders: Thinking and Acting To Prevent Violence (1994) and Taking Action to Stop Bullying: A Literacy-Based Curriculum Module (2004) both are published by Education Development Center, Inc.

**Cooperative Meetings** by Spencer Kagan, Karen Kettle, Don McLean, and Chris Ward, 2004