

BULLYING AND VIOLENCE PREVENTION

ELEVENTH GRADE

LESSON 5

TITLE: Making Schools Safer

PURPOSE: To brainstorm ideas for dealing with bullying in the school community.

OBJECTIVES: The student will be able to:

- develop workable solutions to the bullying problem.
- understand the importance of addressing bullying on a more global level.

SUNSHINE STATE STANDARDS: LA.1112.1.5.1, 1112.1.6.1, 1112.1.6.4

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.1, 1.2, 2.1

VOCABULARY: bullying, global

INSTRUCTIONAL TIME: 45 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- Anti-Bully Proposals for each group

SPRINGBOARD ACTIVITY:

1) Define and discuss the word *bully*.

1) Have students provide examples of bullying they have witnessed on school grounds.

ACTIVITY:

1) Divide the class into groups of four. Inform students that each of these groups is going to role play the school board in Uptown, a small city. Tell them that the superintendent of schools has an important message for the board.

2) Read aloud to the class this message from the superintendent:

Good afternoon, members of the Board of Education.

I am pleased to report that we have received the school safety grant that you directed me to apply for. The Uptown School District will receive \$200,000 in grant funds. It is our job to use this money to make Uptown School District safer for our students. Focus your group effort on the high school population. I await your instructions on how the School District should spend this money. Make sure students understand that the board is to determine how to spend \$200,000 to improve safety in Uptown high schools.

3) Tell students that six proposals have been submitted to the board.

School Safety Proposals

- 1. Special program for disruptive students.** This program provides a special classroom at each school for students who are disruptive and or who have been involved in bullying behaviors. A teacher and counselor will be specially trained to work closely with these students to improve their attitude, behavior, and study skills. If necessary, counseling services may be extended to families of these students. **Cost: \$120,000**
- 2. School uniform program.** All high students will be required to wear school uniforms unless parents opt out of the program. Each school will select its own uniform. Research shows that having a school uniform will decrease bullying. The program will provide assistance to families who cannot afford to buy uniforms. **Cost: \$20,000**
- 3. Increased security equipment and personnel.** This plan provides metal detectors and hallway surveillance cameras on each high school campus. One new security guard will be hired at each school to help staff the equipment. **Cost: \$160,000**
- 4. Conflict resolution program.** High school and middle school teachers will be trained in conflict resolution skills, which they will teach in various classes. Each middle and high school will develop a peer mediation program, in which students learn how to settle disputes among students. These peer mediators will also travel to elementary schools and train students in conflict resolution. **Cost \$67,000**
- 5. School security patrol.** This plan will pay for five full-time security officers to patrol the streets around schools in Middletown. These officers will patrol weekdays from 7 a.m. to 4 p.m. They will protect students traveling to and from school. These officers will also assist Middletown school security officers with problems on the school grounds and keep in radio contact with the Middletown Police Department. **Cost: \$140,000**

Review each of the proposals. Answer any questions students may have.

4) Tell each group to do the following:

a) Rank the programs according to which will be the most effective in reducing bullying at the school.

b) Rank them again according to which will be the most cost effective. In other words, which will get the most results for each dollar spent?

c) Decide which programs you want funded and how much you will award each. Remember, you cannot exceed \$200,000.

5) Give students time for the role play. When groups are ready, have them report back their decisions. Record their decisions on the board.

ASSESSMENT: Teacher observation, class participation and completion of activity.

FOLLOW-UP ACTIVITY: Have students write a personal belief statement in which they address which proposal seemed weakest? Strongest? Why? Discuss their essay the following day with the class.