

BULLYING AND VIOLENCE PREVENTION

TWELFTH GRADE

LESSON 1

TITLE: Putting an End to Bullying

PURPOSE: To identify types of bullying and ways to respond to bullying.

OBJECTIVES: The student will be able to:

- become aware of different types of bullying.
- commit to a bully free environment.

SUNSHINE STATE STANDARDS: LA. 1112.4.2.2, 1112.1.6.1, 1112.1.6.4

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

VOCABULARY: bully

INSTRUCTIONAL TIME: 45 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- Dry erase board and markers
- Pen
- paper

SPRINGBOARD ACTIVITY:

1) Open discussion by asking how the class would define *bullying*. Take several definitions and write them on the board. Offer this definition as a summary of the discussion: *Exposing another person to either verbal or physical harm, or threatening to harm another person with the purpose of controlling the other person's thoughts and/or actions.*

2) Explain to students that we are discussing bullying because it happens and is harmful. Note the following:

- a) Bullying is likely associated with school violence
- b) Many people remember bullying or being bullied even through adulthood
- c) Most students report being bullied during their school career.
- d) Some are bullied for specific reasons: A government sponsored survey reported that four percent of respondents said that hate related words were directed at them that concerned their race, about 3 percent each reported that insults related to their ethnicity or gender, and between 1

- and 2 percent each reported that the insults were related to their religion, disability, or sexual orientation. We will learn however, that bullies can be from any group and those bullied can be from any group.
- e) Bullying decreases the sense of safety needed to really get a good education you can't learn when you are afraid for your safety.
 - f) Go over your school policy concerning harassment and any relevant state laws that apply to your school (www.bullypolice.org is a good reference for this information).

ACTIVITY:

- 1) Ask the class why they think bullies bully. Summarize with the following points:
 - a) They may have been bullied themselves. These are generally angry children who are easily spotted. They've been hurt and they feel a sense of relief and power from hurting others.
 - b) Lowering others makes them feel elevated or somehow better about themselves. These children may feel insignificant for a host of reasons and find a sense of significance via controlling others.
 - c) Group think. Some kids who would never bully outside of a group get caught up in the sense of significance associated with being in the majority. Some are afraid they will be hurt themselves if they do not side with the group.
 - d) Whatever the emotional or social reasons, *bullies bully because they can*. Many bullies actually have good self esteem as measured by tests but their bullying is related to the power they feel from manipulating others. Bullies sometimes use status differences (bigger, from a certain social group, etc.) they may have to derive a sense of power over others. The status characteristics are not the causes of the bullying but a means to an end. Just like the victims; bullies can be anyone from any social grouping.

- 2) Ask students to give examples of bullying. Enlist examples from films such as *Napolean Dynamite*, *Back to the Future* and *MeanGirls*. With adequate time, clips of these or other films could be shown as illustrations of various types of manipulation, both overt and subtle.

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

FOLLOW-UP ACTIVITY: Ask students to keep a journal of bullying incidents observed over the course of a week. At the end of the week, have students share the incidents with the class. Lead a discussion about the prevalence of bullying in today's society.