

BULLYING AND VIOLENCE PREVENTION

TWELFTH GRADE

LESSON 2

TITLE: Roles Re-defined

PURPOSE: To increase awareness about roles in bullying situations.

OBJECTIVES: The student will be able to:

- identify the roles individuals play in bullying situations.
- demonstrate an understanding of how various roles impact the outcome of a bullying scenario.

SUNSHINE STATE STANDARDS: LA. 1112.4.2.2, 1112.1.6.1, 1112.1.6.4

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.1, 2.2, 4.1

VOCABULARY: bully, victim, bystander

INSTRUCTIONAL TIME: 60 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- pen
- paper

SPRINGBOARD ACTIVITY:

- 1) Ask students to define the words *bully*, *victim* and *bystander*. Write student responses on the board.
- 2) Discuss the roles of each and how they impact a bullying situation.

ACTIVITY:

- 1) Divide class into cooperative groups of two to four students.
- 2) Brainstorm situations in which bullying occurs. Example: The classroom bully who uses force to gain materials from others or is territorial about seating; the person who “borrows” money or jewelry and has to be reminded to return it; the sibling who does not respect privacy or possessions or passes off responsibilities at home; the boss or manager who does not respect the worker’s rights.

- 3) Have students write a skit based on the bullying situation they discussed during the brainstorming activity. Remind students to identify the characters in the story such as: the bully, the bystander and the victim.
- 4) Have students present their skit to the class.
- 5) Allow students to critique skits verbally and suggest ways in which the situations could have been handled differently.

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

FOLLOW-UP ACTIVITY: Ask students to write about a bullying situation he/she was involved in. Ask students to demonstrate how the roles discussed impacts the scenario.