

# abc's of bullying prevention

**attitude + behavior = change**

Key concepts/lessons for each grade level: What is the problem? Why should I care? What can I do about it?  
**What you need... to stop bullying.**



**How do I use the ‘ABC’s of Bullying Prevention’ lessons?**

The ABC’s of Bullying Prevention contains three lessons for every grade level. Each grade lesson is different, but contains the essential three concepts regarding bullying that students must understand in order for their Attitude and Behavior to Change: **A**ttitude + **B**ehavior = **C**hange

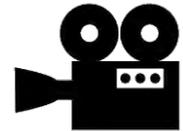
**The key concepts/lessons for each grade level are:**

1. What is the problem?
2. Why should I care?
3. What can I do about it?

Without all 3 concepts, it is highly unlikely students will act to intervene and report when bullying occurs. The three grade lessons are designed to be taught each year, at each grade level, over the school life of each Broward County student. At the end of the ABCs lesson planner, there is a helpful Day/Period Planner worksheet to assist you in scheduling your yearly bullying prevention lessons.

Before beginning any lesson, please ensure you set ground-rules, as the topic of bullying is a sensitive one and involves the safety of our students. Some basic ground rules to set would be: confidentiality (no names – “I know someone who...”), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, we can agree to disagree, etc.

You will notice the camera icon for videos in some of the lessons. These videos are available at [www.browardprevention.org](http://www.browardprevention.org) and we recommend you download them prior to beginning the lesson. An additional supplement you may choose to use is the Anti-Bullying Policy 5.9 training module video (about 10 minutes). It is for grades four to twelve and it addresses the Broward County Public School’s Anti-Bullying Policy and procedures. This video and the along with parent and teacher training videos can be found at [www.browardprevention.org/anti-bullying/anti-bullying-policy-59/anti-bullying-training-modules/](http://www.browardprevention.org/anti-bullying/anti-bullying-policy-59/anti-bullying-training-modules/)



**What is the basic knowledge I need to teach bullying?**

Below is the basic definitions and concepts that are key to bullying prevention. The lessons reference back to these pages/concepts at different points.

**Bullying Defined**

*Bullying* is the systematic and chronic infliction of physical hurt or psychological distress. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying behavior can be *by* a person or group, and *to* a person or a group.



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In Broward County Schools Anti-Bullying Policy, when investigating and determining bullying, the behavior has to have ALL the following three RIP elements:

- **R** – Repeated (more than once)
- **I** – Imbalance of Power (physical, social, economic, racial, etc.)
- **P** – Purposeful (this refers to the intent to harm, have been told or know their action is hurtful or unwanted)

### Types of Bullying

There are 3 TYPES of bullying: verbal, physical, and mental (or emotional.)

1. **Verbal bullying includes:** calling names, gossiping, threatening, and making fun of someone among other things
2. **Physical bullying includes:** hitting, punching, tripping, taking or damaging the belongings of another person, and pushing among other things
3. **Mental bullying includes:** exclusion, rumor spreading, and cyber-bullying among other things

Another way that bullying can be differentiated is by it being either direct or indirect:

- **Direct Bullying** includes ongoing face to face behavior such as verbal threats or physical harm.
- **Indirect Bullying** consists of ongoing acts such as relational bullying (spreading rumors or excluding someone from a group) or cyberbullying.

**Cyber-bullying** (a form of mental bullying) is defined as the intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. It most often occurs on social networking sites, such as Facebook, MySpace, chat rooms, etc. and on other Web-enhanced channels, such as text messaging, blogs and message boards.



**Effects of Cyber-bullying:** Cyber-bullying can cause significant emotional damage, such as fear, loneliness, depression, suicide, failing grades, and a desire for revenge. Research shows it can be more damaging than face-to-face bullying, because:

- It has a much longer duration (can be available for up to 50 years)
- There is no escape into the safety of your own home
- It has greater audience impact since it is both local and global
- It seems like the aggressors are many in number, when there may only be 1 person
- It is very difficult to stop due to its anonymity and viral nature

**Sexting** is defined as using any electronic device, including cell phones, to send or receive sexually explicit texts, pictures or other materials. It can be used to cyberbully.

**Effects of Sexting:** Sexting can have all the same damaging effects as cyberbullying, as well as additional legal consequences:

- There are federal and Florida laws including prison sentences and designation as a sex offender for those distributing and/or possessing sexually explicit pictures of minors.
- Minors will not be found guilty if they did ALL 3 of the following: (1) did not solicit the image, (2) did not transmit the image, and (3) tried to report the image to an adult.

- Be aware that most high school seniors will reach the age to be considered an adult, not a minor, in the criminal justice system, where the consequences are more severe for these offenses.

**Dating and Relationship Violence:** This abuse has similar dynamics to bullying – the use of power to control and hurt another who is unable to defend him/herself. It can come in the forms of physical, verbal, mental, sexual and/or financial abuse.

**Facts About Dating and Relationship Violence:**

- Only about 33% of girls who have been in or known about an abusive relationship said they told anyone
- Boys are equally likely to be victims of dating and relationship violence, although they are much less likely to tell anyone

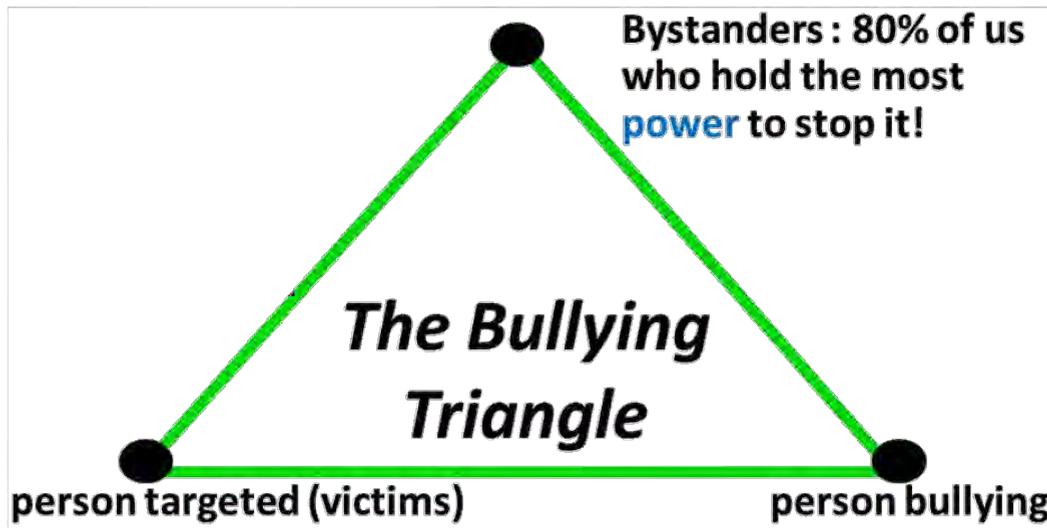
**Sexual Harassment:** is defined in the Student Code of Conduct as “taking part in physical acts of a sexual nature, engaging in sexual harassment, or offending others by indecent exposure. Using insulting, profane, racially or sexually offensive written or oral language, or making obscene remarks and gestures. Harassing others because of physical appearance or for any other reason.”

**Facts About Sexual Harassment:**

- Sexual harassment is a misuse of power and control, not flirtation or love
- Both males and females are targets of sexual harassment
- Sexual harassment can occur at school, at work, in an extracurricular activity, with an older dating partner, or any relationship where there is an imbalance of power
- Unlike bullying, sexual harassment can occur only once

**The Bullying Triangle**

There are three parties involved in most bullying situations – therefore we refer to it as the bullying triangle. The parties are the person targeted, the person bullying and the person bystanding. In most circumstances, one out of ten students are targeted, one out of ten bully, and eight out of ten are bystanders.



**Bystanders:** While there are variations as to the definition of the bystander, a bystander can be an active and involved participant in the bullying or a passive witness. Bystanders are the majority of us – both students and staff. Research shows the reaction of the bystander can add to or diffuse a bullying situation. Often the person bullying is motivated to continue bullying because they seek the approval and attention from their peers. When the bystanders condone this behavior or fail to act, they are giving power to the person bullying. But when bystanders directly and/or indirectly intervene, it has been shown to stop the bullying behavior with great success. The bystanders hold the POWER to stop bullying both in their numbers as the majority and by their action to stop the aggression by removing their support of the violence. They set the tone and culture within a school as to what is acceptable.

How bystanders react to bullying changes over time as students move from Elementary to Middle to High: Elementary – authority driven, will tell teacher; Middle (highest rates of suspension and violence) – will rarely tell or do anything for fear of being “different” and not knowing what is normal or how to respond; High – may fight, will ignore, and more likely to disapprove of “mean” kids.

**Why bystanders do not intervene?**

- Fear being seen as a “snitch”
- Fear of becoming next target
- Fear of trying to help and making it worse
- Fear of losing friends
- Fear they’ll have to prove allegations, and it’s hard to prove
- Fear of trusting authority figures to do the right thing
- Hope that the situation will resolve itself
- Belief that it is someone else’s responsibility

**Person Bullying:** The person bullying is the perpetrator/instigator of the violent behavior.

**Why do they bully?**

- Want attention
- Desire popularity/status/power through domination
- May seek to relieve boredom, or have a drive for excitement and drama
- Have impulse control problems
- Want revenge or retaliation
- May be acting out hurt/anger/pain from other areas of life
- Feel peer pressure, think everyone does it and it’s “normal”

**Person Targeted:** The person targeted is the recipient of the bullying behavior. They:

- Feel helpless to stop it: targets are often selected because there is an imbalance of power between themselves and the person bullying
- Hope that it will stop on its own if they ignore it, but it often escalates
- Fear that they will make the situation worse if they tell so never get help
- Fear that they have no support and that peers/bystanders support the abuse
- Desire to save face and not appear vulnerable in front of peers

### How to Report Bullying Anonymously:

- Drop a note in the school's Anonymous Reporting Box
- Text "SBBC"-space-plus the text message to CRIMES (274637)
- Email SIU at [school911@browardschools.com](mailto:school911@browardschools.com)
- Call SIU's Silence Hurts Tip Line (754)-31-0911



### Effects of Bullying

**Myth:** It's not hurting *me*. **Truth:** Bullying hurts everyone.

#### Damaging Effects of Bullying on Those Targeted:

- Miss school out of fear
- Have trouble studying
- Reduced academic success
- Trouble sleeping
- Depression
- Wanting revenge
- Suicidal thoughts

#### Damaging Effects of Bullying on Those Who Bully:

- More likely to drop out of school
- More likely to have criminal charges against them
- More likely to have substance abuse issues
- May perpetuate adult family violence as adults

#### Damaging Effects of Bullying on Bystanders

- Feel frightened that bullying might happen to them
- Feel guilt for not helping the person targeted
- May feel a loss of hope
- May experience a loss in school connectedness
- May feel a loss in belief that adults have the power to help
- May develop a loss of empathy for the target
- May lose feelings of self-worth
- May develop a dislike or avoidance of school, have difficulty concentrating

### Safe Ways for Bystanders to Intervene In Bullying Situations

Students often feel the only way to stop bullying is to jump into the middle of it. This is not what we recommend. Bullying can be intervened with directly or indirectly. It is always safest to intervene early, before the violence has a chance to escalate. Safety is priority!

#### Indirect Bullying Interventions:

Toward the person bullying:

- Do NOT encourage
- Ignore
- Walk away, encourage other to walk away with you

Toward the person targeted:

- Say something nice
- Invite them to join you for lunch
- Say "Hi," especially if they are new students



- Anonymously report: Drop a note in the school's Anonymous Reporting Box, Text "SBBC"-space-plus the text message to CRIMES (274637), Email SIU at school911@browardschools.com, Call SIU's Silence Hurts Tip Line (754)-31-0911

**Direct Bullying Interventions:**

Toward the person bullying:

- Show your displeasure
- Say something like "That's not cool."
- "Let's NOT...."
- "Stop, you're better than that."
- Distract—change the subject or suggest a better idea
- Say NO and exit

Toward the person targeted:

- Help targeted student leave the situation
- Offer to go with them to get help

Remind students that most bullying is about increasing popularity. The person bullying thinks their behavior makes them popular, and is wanted by the bystanders. If bystanders do nothing they are making that person more powerful and condoning the abuse.

**Why Don't All Bystanders Intervene?**

Fears/Myths Preventing Bystanders from Intervening	Facts
Fear of being seen as a "Snitch"	We tell to help; heroes tell
Fear of becoming the next target	If bullying is allowed, it increases and we are all more likely to be hurt
Fear of trying to help and making it worse	Any help is wanted help—targets forever remember those that try to help them
Fear of losing friends	We respect and prefer to be with those students who offer help
Fear of having to provide proof	It is not about "proving" for punishment, but about helping and stopping it
Fear of trusting authority figures	There is always one teacher or adult we value and trust who will help
Belief that the situation will resolve itself	Unaddressed behaviors will continue or escalate
Belief that it is not their responsibility	We are part of the problem and we are part of the solution—we hold the power to stop bullying!

# ABC's of Bullying Prevention: Kindergarten

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Kindergarten

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What are the different types of bullying?

**By the end of this lesson students will be able to:**

- Verbally express the definition of bullying
- Describe the different types of bullying
- Tell who is a part of the bullying triangle and who within the triangle has the most power to stop bullying

**Materials/Resources Needed:** Scenarios



### Instructions:

1. Assemble the students in a semi-circle.
2. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
3. Discuss the different types of bullying with the students (physical, verbal, and mental.) Refer to page 123 for more information on types of bullying.
4. Explain that you'll be reading them three scenarios, and they'll have to identify which type of bullying it is according to what they learned today.
5. Write each type of bullying on the board as a visual prompt.
6. Read a scenario. Afterwards, ask the students: "Which type of bullying was represented in this scenario?" Discuss and clarify the information as needed. Cover all three scenarios.
7. To prompt for higher order thinking, you may ask: "How could you tell it was \_\_\_\_\_ type of bullying?"
8. Explain there are several people involved in bullying. There is the person bullying, the person targeted, and the bystanders. Refer to page 124 for more information on the bullying triangle.
9. Conclude the lesson by stating that in the bullying triangle, the bystanders have the most power to stop bullying.

**Assessment:** Check for understanding through the different scenarios.

**Common Core Standards/ESOL:** SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

**Scenario #1:** Every day during lunch, AJ pushes Junior out of line to get ahead of him. AJ is older and louder than Junior, who is usually shy and quiet. Junior asked him to stop several times, but AJ keeps doing it. What type of bullying is this?

**Scenario #2:** A week ago Allie got a new haircut, and since then, a group of girls at her school have been telling her she looks ugly. Allie told them that it hurts her feelings and even started to cry one day. What type of bullying is this?

**Scenario #3:** Carlos is new in school. He came from another country. He's trying to make friends, but it's been three days that the other boys won't let him play in any of their games during recess. Every time Carlos asks them if he can play, they just ignore him and pretend he's not there. What type of bullying is this?

**Teacher Answer Key:**

**Scenario #1:** Every day during lunch, AJ pushes Junior out of line to get ahead of him. AJ is older and louder than Junior, who is usually shy and quiet. Junior asked him to stop several times, but AJ keeps doing it.

**R:** It happened every day during lunch. If it happened twice, it would be enough to meet the repeated requirement.

**I:** AJ is older and thus may have more power. Imbalance of power can also include who has more friends, or different personality types. For example AJ is loud and Junior is shy and quiet.

**P:** Junior asked him to stop, and AJ did not. This shows that AJ knew it was unwanted behavior and it was hurting in some way. Junior continued to be hurtful on purpose.

**Scenario #2:** A week ago Allie got a new haircut, and since then, a group of girls at her school have been telling her she looks ugly. Allie told them that it hurts her feelings and even started to cry one day. The girls didn't stop and continued to make fun of her.

**R:** The incident started a week ago, and it is implied that it has happened several times since then. Even if an incident happened in the morning and on the same day another incident happened in the afternoon, it would be considered repeated.

**I:** A group of girls has more power than a single girl; this is called social status or social power.

**P:** Allie told the girls it hurt her feelings and they continued to make fun of her. They knew she did not like it and they continued to be hurtful on purpose.

**Scenario #3:** Carlos is new in school. He came from another country. He's trying to make friends, but it's been three days that the other boys won't let him play in any of their games during recess. Every time Carlos asks them if he can play, they just ignore him and pretend he's not there.

**R:** It has happened three days in a row.

**I:** Carlos is new to the school and doesn't have any friends. Having more friends than another student and using that to be hurtful is an imbalance of power.

**P:** The boys are ignoring Carlos on purpose. Carlos has made several attempts to get their attention but they chose to continue the ignoring behavior anyway.

## **ABC's of Bullying Prevention Lesson 2**

**Grade Level:** Kindergarten

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson students will be able to:**

- Identify the participants in the bullying triangle
- Reflect on the effects of bullying on each participant in the bullying triangle

**Materials/Resources Needed:** Bullying Triangle Worksheet, Bullying Story

**Instructions:**

1. Review with the students the RIP (repeated, imbalance of power, and purposeful) definition of bullying. Refer to page 122 for more information on RIP.
2. On the board, draw a triangle and label it “Bullying Triangle.”
3. Hand each student a Bullying Triangle Worksheet.
4. Ask the students who they think is involved in bullying. Guide their responses and label each corner as person bullying, person targeted, and bystanders. Refer to page 124 for more information on the bullying triangle. Have them label their individual worksheets too.
5. Explain to students that you will be reading them a short story, and you want them to pay attention to how each person in the bullying triangle got hurt.
6. Read the bullying story.
7. Prompt students to identify the three participants in the bullying triangle within the story.
8. Ask students how bullying hurt the targeted person, the bystanders, and the person bullying.
9. Conclude the activity by reinforcing the message that bullying hurts everyone in the bullying triangle.



**Assessment:** Check for understanding through the discussion after the bullying story.

**Enrichment (Optional):** Read the bullying story and have students identify the type of bullying that took place (verbal, physical, or mental.)

**Common Core Standards/ESOL:** SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. A15 Use Simple, Direct Language; C6 Labeling; FI Activating and/or Building Prior Knowledge; F7 Read Aloud; F11 Summarizing.

**Bullying Story:**

My name is Mike and I’m in kindergarten. CJ is a girl in my class. She hangs out with her friends by the swings during recess. Any time someone gets near the swings, she uses her mean voice and says things like, “the swings are not for babies” or “you can’t play with us.” Everyone in the class is a little scared of her. It doesn’t feel nice when she acts mean.

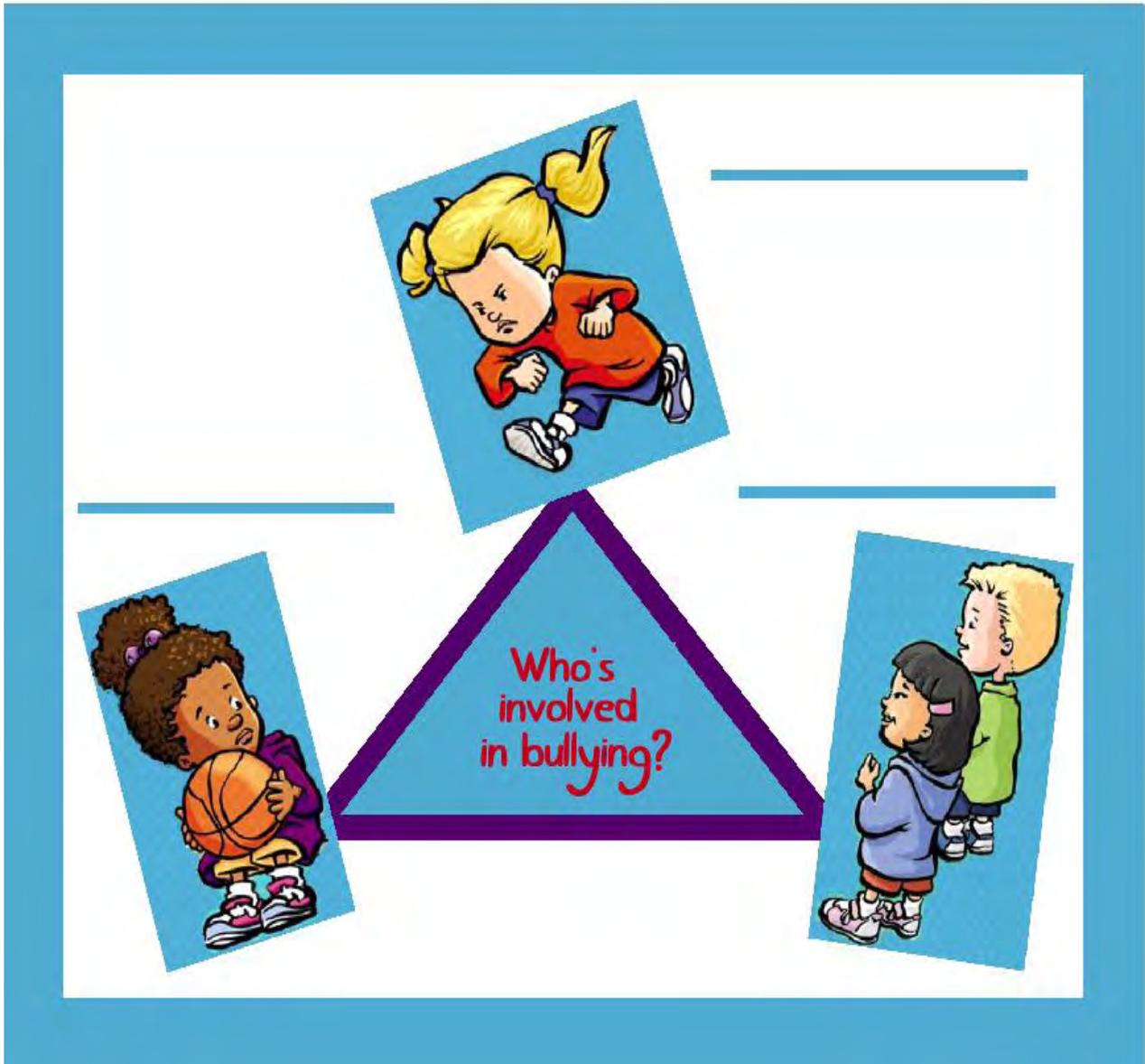
During art, Ms. Sunny asked us to share our work with the rest of our group, I went first. I showed the picture I drew of my dog, Fluffy. CJ ripped the paper from me and said, “This is the ugliest dog I’ve ever seen!” It hurt my feelings a lot, I love Fluffy. The rest of my group was quiet; they didn’t know what to say.

Later that day, when CJ was in the bathroom, everyone in the group talked about how they were afraid to share their work. They thought CJ would say mean things about their drawings too. It made sharing and learning scary instead of happy and fun.

At dismissal, while we were waiting for our parents, I overheard CJ’s friends talking about her. They were saying how nice it was to be CJ’s friend last year when she was friendly with everyone. This year, every time she was mean to someone, they didn’t know what to do. They didn’t like it, but thought if they said something CJ would be mean to them too. They really didn’t want to be her friend anymore.

Oh, I wish we could all just be nice to each other.

# The Bullying Triangle



## ABC's of Bullying Prevention Lesson 3

**Grade Level:** Kindergarten

**Duration:** 30 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you use empathy to stop bullying?

**By the end of this lesson students will be able to:**

- Name the three keys to a safe school
- Recognize various feelings in others
- Identify caring ways to respond to other's feelings

**Materials/Resources Needed:** Feeling list, Scenarios

**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things. When you are respectful to others, they feel good.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate. When you are kind to others, you are nice and gentle.
5. Explain today they'll be learning more about how to use empathy to stop bullying.
6. Explain the rules to "Feelings Charades:" (1) one student or the teacher will act out a feeling without talking; (2) the rest of the class will guess the feeling. Play at least 7-10 rounds.
7. Tell the students next they'll have an opportunity to practice thinking about how to show empathy in a bullying situation.
8. Read a scenario and ask the students: "Think about how you would feel if you were in the same situation. Now that you know that, what is something you can do to make the student in the scenario feel better?"
9. Have them share their ideas with a partner. Then ask a few students to share with the whole class.
10. Repeat this process with several scenarios. After each scenario expand on their ideas to promote empathy as a way to stop bullying.

**Assessment:** Use class discussion to assess students' understanding of empathy as a tool to stop bullying.

**Enrichment (Optional):** Have students draw a picture and label the three keys to a safe school (empathy, respect, and kindness.)

**Common Core Standards/ESOL:** SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. A15 Use Simple, Direct Language; E3 Games; E10 Think, Pair, Share.

**Feelings List:**

Cheerful, calm, strong, sad, unhappy, annoyed, grumpy, worried, shy, confused, embarrassed, bored, caring, jolly, happy, proud, thankful, hurt, lonely, lost, angry, frustrated, scared, furious, excited.

**Scenarios:**

- Everyone got invited to a party except Kayla. She feels unhappy.
- When the teacher calls on Ramiro to answer a question, Sally laughs at his answers. It makes him feel nervous to participate in class.
- Every morning Jayden's older brother makes fun of his clothes. It makes him feel angry.
- Sophia doesn't like walking down the hall by herself when the older kids are hanging out. She feels worried they'll tease her.
- Paige watches Sue get teased every day. It makes her feel confused; she doesn't know what to do.
- During recess, kids never want to play with Junior. It makes him feel lonely.
- A boy in the class told Chang if he didn't let him cheat from his test, he would beat him up after school. Chang felt scared.
- Kids are always making fun of Amori's lunch. It makes her feel embarrassed.

# ABC's of Bullying Prevention: 1<sup>st</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** First

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** How can you identify bullying?

**By the end of this lesson students will be able to:**

- Define bullying using the RIP (repeated, imbalance of power, and purposeful)
- Name the different types of bullying
- Tell who is a part of the bullying triangle and who within the triangle has the most power to stop bullying

**Materials/Resources Needed:** Bullying Paint by Number Worksheet

### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful). Refer to page 122 for more information on RIP.
2. Discuss the different types of bullying with the students (physical, verbal, and mental). Refer to page 123 for more information on types of bullying.
3. Explain that today they will be practicing how to identify bullying using the RIP.
4. Pass out the Bullying Paint by Number Worksheet.
5. Worksheet instructions: "Read the scenarios in your worksheet. Think about the RIP definition of bullying. If the situation shows either the R for repeated, I for imbalance of power, or the P for purposeful, color it (scenario will show one component of the RIP). If it does not have at least one component from the RIP, leave that space blank. When you finish, read the hidden message in the puzzle." Complete 1-17 as a whole class and 18-35 individually.
6. Teacher Answer Key: Colored numbers: 8, 9, 11, 15, 17, 18, 20, 21, 23, 24, 26, 27, 28, 34, and 35. Hidden message: Bullying Expert.
7. Next explain there are several people involved in bullying. There is the person bullying, the person targeted, and the bystanders. Refer to page 124 for more information on the bullying triangle.
8. Conclude the lesson by stating that in the bullying triangle, the bystanders have the most power to stop bullying.

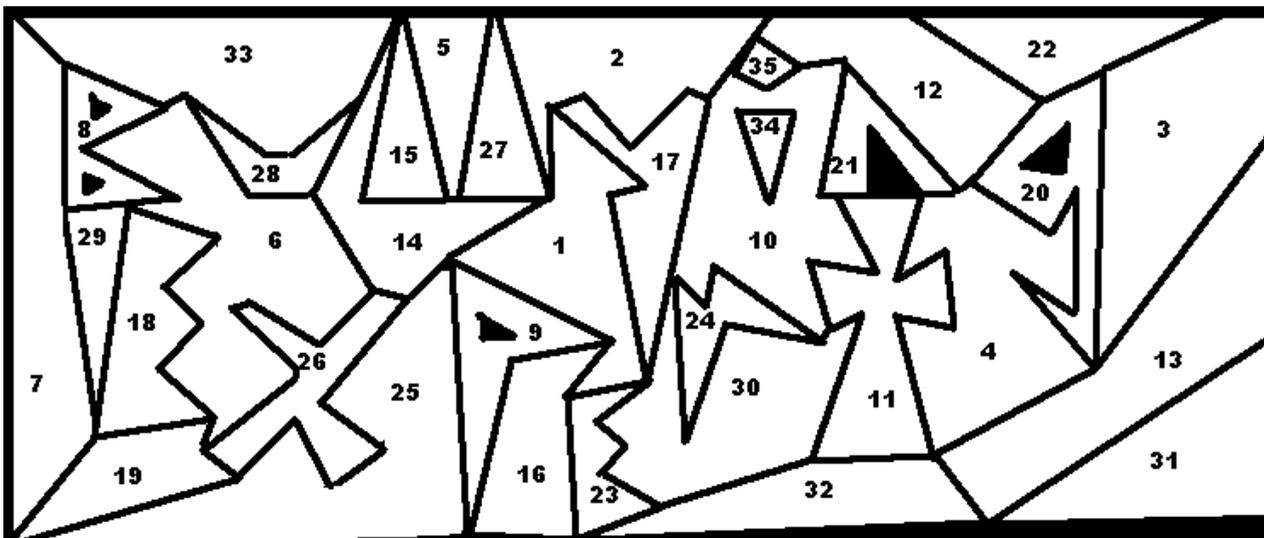
**Assessment:** Use the students' work to assess for understanding of the RIP.

**Common Core Standards/ESOL:** SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. RI.1.1. Ask and answer questions about key details in a text. A15 Use Simple, Direct Language; B2 Explain Key Concepts.



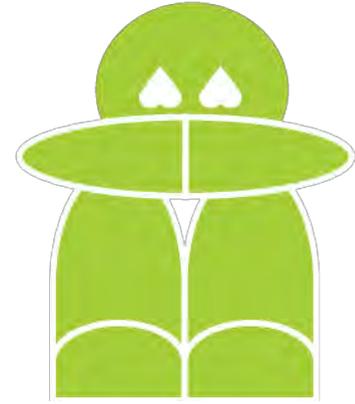
## Bullying Paint by Numbers

**Instructions:** Read the following scenarios. Think about the RIP definition of bullying. If the situation shows either the R for repeated, I for imbalance of power, or the P for purposeful, color it. If it does not meet the RIP, leave that space blank. When you finish, read the hidden message in the puzzle.



Jason looks at me funny.	Carol said my shoes were old.	Ian said my answer is wrong.
Tamar didn't sit with me during lunch.	Hadley prefers to play tag, instead of ball with me.	Sam is using the red marker and I want it.
Jess said she didn't like my new dress.	Jose makes fun of my lunch every day.	Jenny and her girlfriends never let me play with them.
Ben said I'm not good at throwing the ball.	I told Thais to stop poking me, but she wouldn't.	Kyle sat with the new kid in the bus instead of with me.
Desire tripped me by accident when we were playing.	Mark said he couldn't come to my party.	Jared trips me every time we play softball in P.E.
Kristy doesn't want to share her stickers with me.	My older sister makes me do her chores or she yells at me.	I told TJ it hurts my feelings when he calls me names, but he won't stop.
Caleb gave his extra candy bar to Mia instead of me.	I'm nervous about getting in the bus; it's been three days in a row that no one wants to sit with me.	I am mostly quiet. There's this loud, older kid in my class that teases me in the cafeteria.
Roberto wants to be friends with Sally.	Dante knows I hate it when he punches my arm. No matter how many times I ask him to stop, he just keeps going.	I don't like singing in music class. Every time I do, Kim says I sing like a baby.
Sonia didn't want to share her cupcake with me.	A group of boys in my class say mean things about the new kid.	During free time, I noticed my friend was getting picked on. I told the person bullying to stop it, but they continued to say mean things.
Every time I see my cousin, he teases me about my size.	My sister doesn't want to watch the same T.V. show as me.	Jake interrupted me.
Lee stuck his tongue out at me.	Charles is not friendly.	My cousin and I wrestle some times for fun.
My twin sister and her friends make me do their homework.	I told Jason to stop calling me four eyes, but he just comes up with other mean things to say.	

## ABC's of Bullying Prevention Lesson 2



**Grade Level:** First

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson students will be able to:**

- Identify how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** Jeopardy Chart, Jeopardy Questions

### Instructions:

1. Review the bullying triangle and its participants (person bullying, person targeted, and bystanders). Refer to page 124 for more information on the bullying triangle.
2. Explain that today the students will be playing a game to help them learn how bullying affects everyone in the bullying triangle.
3. Copy the Jeopardy Chart onto your board.
4. Explain the rules of Jeopardy: Class will be divided into two or three teams. Each team will be given the opportunity to choose a category and a point amount (for example, bystanders for 100 points.) The teacher will ask the corresponding question (questions are true or false: after students answer the question, elaborate with the additional information following each question.) If they get the correct answer they get the points, if they answer incorrectly they don't get any points. The turn goes to the next team. Continue until you've covered all the questions.
5. Debrief the game by asking students what they learned about how bullying hurt the targeted person, the bystanders, and lastly the person bullying.
6. Conclude the lesson by reinforcing the message that bullying hurts everyone in the bullying triangle.

**Assessment:** Use students' responses during the game and in the debriefing conversation to assess for understanding.

**Common Core Standards/ESOL:** W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. A15 Use Simple, Direct Language; E3 Games; F1 Activating and/or Building Prior Knowledge.

### Jeopardy Chart (Board):

Person Bullying	Person Targeted	Bystanders
100	100	100
200	200	200
300	300	300
400	400	400

### Jeopardy Questions:

Note to the teacher: Questions are true or false, after students answer the question, elaborate with the additional information following each question.

### Person Bullying:

**100: Bullying doesn't hurt the person bullying. False** – Bullying hurts everyone in the bullying triangle, including the person bullying, the person targeted, and the bystanders.

**200: The person bullying may not have any real friends. True** – Kids sometimes pretend to be friends with the person bullying because they are scared if they're not, they will be targets for the person bullying. A relationship based on fear is not a real friendship.

**300: The person bullying never gets in trouble. False** – Kids who bully do get in trouble. Consequences for bullying may include a call to their parents, lost privileges, and in some cases they may get suspended.

**400: The person bullying may be getting bullied too. True** – Sometimes kids who bully are also getting bullied either at home or at school. They may think bullying is one way to have power.

#### **Person Targeted:**

**100: Bullying only hurts the person targeted. False** – Bullying hurts everyone in the bullying triangle, including the person bullying and the bystanders.

**200: Bullying can affect students' grades. True** – It's hard for kids to learn when they do not feel safe in school.

**300: Bullying will get worse if you tell a grownup. False** – Telling a grownup about someone getting bullied is one of the best ways to help stop bullying. You can ask the grownup to keep your name a secret.

**400: Bullying only hurts when a person gets punched or kicked. False** – Bullying can hurt someone's body, but it can also hurt a person's feelings, self-esteem, and their ability to learn, and feel safe.

#### **Bystanders:**

**100: The bystanders have the most power to stop bullying. True** – The bystanders are the majority and they have the most power to stop bullying.

**200: The bystanders enjoy watching other kids getting bullied. False** – The bystanders often feel sad when they see other kids getting hurt. They may also feel scared about getting bullied too.

**300: You may get in trouble for telling a grownup someone is getting bullied. False** – Telling is different from tattling. We tell to help. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. Tattling is when you tell on someone to get them in trouble.

**400: Bystanders can feel angry and like they can't do anything to stop bullying. True** – Often bystanders don't realize they have the most power to stop bullying, or they don't know what to do to stop it. If this is your case, ask a grownup to help you.

## **ABC's of Bullying Prevention Lesson 3**

**Grade Level:** First

**Duration:** 40 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you use respect to stop bullying?

**By the end of this lesson students will be able to:**

- Name the three keys to a safe school
- Identify ways they can show respect for others

**Materials/Resources Needed:** Respect Poem Worksheet

**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, “How would it make ME feel if someone did that to me?”
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Explain that today they will be learning more about how to use respect to stop bullying.
6. Pass out the Respect Poem worksheets.
7. If needed, explain how to complete an acrostic poem.
8. Tell students to imagine they are the bystanders in a bullying situation. Ask them to think about different ways to use respect to stop or prevent bullying from happening. They must come up with one for each letter of respect. They may work in pairs.
9. Invite a few students to share their poem with the class.
10. Conclude the activity by reminding students where there is respect, there is no room for bullying.

**Assessment:** Use students’ work to assess their understanding of respect as a tool to stop bullying.

**Common Core Standards/ESOL:** SL.K.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. A13 Use of Illustrations/Diagrams; A15 Use Simple, Direct Language; E10 Think-Pair-Share; G11 Writing Sample.



## Respect Poem Worksheet

Imagine you are the bystanders in a bullying situation. Think about different ways to use respect to stop or prevent bullying from happening. Come up with one way that starts with each letter of the word *respect*.

**R**

\_\_\_\_\_

**E**

\_\_\_\_\_

**S**

\_\_\_\_\_

**P**

\_\_\_\_\_

**E**

\_\_\_\_\_

**C**

\_\_\_\_\_

**T**

\_\_\_\_\_

# ABC's of Bullying Prevention: 2<sup>nd</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Second

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** How do bystanders have power to stop bullying?

**By the end of this lesson students will be able to:**

- Define bullying using the RIP (repeated, imbalance of power, and purposeful)
- Name the different types of bullying
- Tell who is a part of the bullying triangle and how the bystanders have the most power to stop bullying

**Materials/Resources Needed:** Masking tape, scripts



### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful). Refer to page 122 for more information on RIP.
2. Discuss the different types of bullying with the students (physical, verbal, and mental). Refer to page 123 for more information on types of bullying.
3. Explain who's involved in bullying (person bullying, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
4. Tell the students they will be doing an activity today to learn more about the bullying triangle and who has the most power to intervene or stop bullying.
5. Place a piece of masking tape about 7 feet long on the floor of your classroom. Choose one student to play the person bullying and have that person stand on one side of the tape, and choose one student to play the person targeted and have that person stand on the opposite side of the tape.
6. Ask them to read script #1.
7. Ask the person bullying to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt bullying the target? Ask the person targeted to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt when he was being bullied? Record the answers on the board if necessary for a discussion later on.
8. Ask five students to act as bystanders and stand on the side of the person bullying. Have them read script #2.
9. Ask the person bullying to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt bullying the target with the support of the bystanders? Ask the person targeted to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt when he was being bullied? Record the answers on the board if necessary for a discussion later on.
10. Ask the five students to act as bystanders but this time have them stand on the side of the person targeted. Have them read script #3.
11. Ask the person bullying to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt bullying the target without the support of the bystanders? Ask the

person targeted to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt when he was being bullied? Record the answers on the board if necessary for a discussion later on.

12. Ask students to stay in their places and read script #4.
13. Ask the person bullying to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt bullying the target without the support of the bystanders? Ask the person targeted to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt when he was being bullied? Record the answers on the board if necessary.
14. Tell students to go back to their seats.
15. Debrief the activity by asking: Based on what you saw in this activity, who would you say has the most power to stop bullying? (Bystanders) How did you get to that conclusion?
16. Conclude the lesson by emphasizing the bystanders do have the most power to intervene and prevent bullying.

**Assessment:** Use the students' responses to assess for understanding of the power of the bystander.

**Common Core Standards/ESOL:** W.2.8. Recall information from experiences or gather information from provided sources to answer a question. SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E9 Role Play.

**Script #1:**

**Person Bullying:** "Eeeww I don't want to sit next to you! You smell rotten! You're gross!"

**Person Targeted:** (In a soft, quiet voice) "No, I don't."

**Script #2:**

**Person Bullying:** "Eeeww I don't want to sit next to you! You smell rotten! You're gross!"

**Person Targeted:** (In a soft, quiet voice) "No, I don't."

**Bystanders:** (Giggle nervously.)

**Script #3:**

**Person Bullying:** "Eeeww I don't want to sit next to you! You smell rotten! You're gross!"

**Person Targeted:** (In a soft, quiet voice) "No, I don't."

**Bystanders:** (Stand in front of the person targeted to protect him or her)

**Script #4:**

**Person Bullying:** "Eeeww I don't want to sit next to you! You smell rotten! You're gross!"

**Person Targeted:** (In a soft, quiet voice) "No, I don't."

**Bystanders:** (Stand in front of the person targeted to protect him or her.)

**Bystander #1:** "Hey, that's not cool! Cut it out!"

**Bystander #2:** (Speaking to the person targeted) "Don't listen to him (or her). Come sit next to me."

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Second

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson students will be able to:**

- Identify how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** How Bullying Hurts Tic-Tac-Toe Questions

**Instructions:**

1. Review the bullying triangle and its participants (person bullying, person targeted, and bystanders). Refer to page 124 for more information on the bullying triangle.
2. Explain that today they will be playing a game to help them learn how bullying affects everyone in the bullying triangle.
3. Preparing for the game: Divide the class into two teams and set up a Tic-Tac-Toe grid on the board.
4. Explain the rules of “How Bullying Hurts Tic-Tac-Toe.” You will ask Team One a true or false question, if they get the correct answer; they get to go up to the board and mark an X or O in the space of their choice. Repeat the process with Team Two. Continue until a team gets three X’s or O’s in a row.
5. Debrief the game by asking students what they learned about how bullying hurt the targeted person, the bystanders, and the person bullying.
6. Conclude the lesson by reinforcing the message that bullying hurts everyone in the bullying triangle.

**Assessment:** Use students’ responses during the game and in the debriefing conversation to assess for understanding.

**Common Core Standards/ESOL:** W.2.8. Recall information from experiences or gather information from provided sources to answer a question. SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. A15 Use Simple, Direct Language; E3 Games; FI Activating and/or Building Prior Knowledge.

**How Bullying Hurts Tic-Tac-Toe Questions**

- Bullying only hurts the person targeted. **False** – Bullying hurts everyone in the bullying triangle, including the person bullying and the bystanders.
- Bullying affects everyone in the bullying triangle. **True** – Bullying affects everyone in the bullying triangle, and the school.
- Bullying never hurts the person bullying. **False** - Kids who bully often get in trouble. Sometimes they may get a call to their parents, or lose privileges, and in some cases they may even get suspended.
- It is possible the person bullying doesn’t have any real friends. **True** – Sometimes kids are friends with the person bullying because they are afraid that if they are not friendly with them, they’ll get bullied too.
- Bullying only hurts a person’s feelings. **False** – Bullying can hurt a person’s feelings, self-esteem, and their ability to learn, and feel safe.
- Bystanders feel angry and helpless. **True** – Often bystanders feel like they don’t have any power to stop bullying. The truth is they have the most power.
- Bystanders like it when other kids get bullied. **False** - Bystanders may feel scared too because they know that they could be bullied or they may feel sad when they see someone else getting hurt.
- Bullying makes it hard to learn and pay attention in school. **True** – When you’re scared, sad, or angry it’s hard to concentrate.

- Telling is tattling. **False** – We tell to help. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. Tattling is when you tell on someone to get them in trouble.
- Bullying can affect students' grades. **True** – When kids don't feel safe in school, it makes it hard to learn. This in turn may drop their grades.
- If you tell a grownup about someone getting bullied, it's going to get worse for that person. **False** – When you tell a grownup, this person will help stop the bullying.
- The bystanders have the most power to stop bullying. **True** – The bystanders are the majority and they have the most power to stop bullying.

### ABC's of Bullying Prevention Lesson 3

**Grade Level:** Second

**Duration:** 30 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** What is the difference between tattling and telling?

**By the end of this lesson students will be able to:**

- Name the three keys to a safe school
- Understand one way to stop bullying with kindness is by telling when someone is getting hurt
- Tell the difference between tattling and telling

**Materials/Resources Needed:** Tattling vs. Telling Statements



**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Explain that today they will be learning more about how to use kindness to stop bullying.
6. Say: "One way to use kindness to stop bullying is telling a grownup when someone is being bullied."
7. Share with them that often students do not want to tell when they see bullying because they are scared they will get in trouble for tattling.
8. Ask the students what they think is the difference between tattling and telling.
9. Clarify as needed: "Tattling is when you tell on someone to get them in trouble. For example, when you tell the teacher someone is not doing their work. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. For example, when someone is saying mean things to another student in class."
10. Tell them that you will be doing an activity to help them understand the difference between tattling and telling.
11. Ask them all to stand up. Explain that you will be reading a statement. If they think it is tattling, ask them to sit down. If they think it is telling, ask them to stay standing.
12. Read each statement and wait for a response. Debrief as necessary.

13. Conclude the activity by asking students what they learned about tattling and telling and go over the various ways they can report a bullying situation. Refer to page 126 for more information how to report bullying.

**Assessment:** Use tattling/telling activity to check for understanding of the difference between these two key concepts.

**Common Core Standards/ESOL:** SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. A15 Use Simple, Direct Language; E3 Games.

### Tattling vs. Telling Statements:

1. Kelly tripped me on purpose in the hallway. (Telling)
2. Bob didn't do his homework. (Tattling)
3. Billy says if I don't let him copy off my test, he'll beat me up. (Telling)
4. Sofia took out her cell phone during class even though we're not supposed to. (Tattling)
5. Kim's desk is messy. (Tattling)
6. Jose told us not play with the new kid. (Telling)
7. Ana is saying bad things about Katie behind her back. (Telling)
8. Tim always pushes and shoves to cut in line at the cafeteria. (Telling)
9. Carolina didn't put away her books when the teacher asked us to. (Tattling)
10. My friend plays with matches at home when his parents are not there. (Telling)
11. My cousin never goes home right after school like she's supposed to, she meets at the park with some older kids. (Telling)
12. Jean calls me names all the time and it hurts my feelings. (Telling)
13. Devon never puts the library books back in its correct place. (Tattling)
14. Thais uses the wrong paper for math. (Tattling)
15. Jarvis takes my things without asking and then returns them broken. (Telling)



# ABC's of Bullying Prevention: 3<sup>rd</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Third

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What are the different types of bullying?

**By the end of this lesson will be able to:**

- Define bullying using RIP (repeated, imbalance of power, purposeful)
- Name the different types of bullying
- Tell who is in the bullying triangle & which person has the most power to stop bullying

**Materials/Resources Needed:** Types of Bullying Worksheet, pencils

### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful). Refer to page 122 for more information on RIP.
2. Explain that today they will be learning more about the different types of bullying (physical, verbal, and mental – cyber-bullying). Refer to page 123 for more information.
3. Pass out the Types of Bullying worksheet.
4. Ask students to think about the pictures on the page and how people use those things to hurt others. For example, what are some ways people use their mouths/words to hurt others? Have them write down at least 2 things under each column (may work in pairs.)
5. On the board write Types of Bullying and add four columns (if you can, draw the mouth, hand, brain, and computer.)
6. Ask students to share some of their examples and write them down on the board under the appropriate column (request examples in order.)
7. Explain that when a person uses their mouth/words to hurt others, it's called "verbal bullying." Label that column, and ask students to do the same on their papers.
8. Continue to explain; "When people use their hands/bodies to hurt others, it is called "physical bullying. When people use their minds to hurt others, it is called "mental bullying." Lastly, one aspect of mental bullying is when a person uses electronic devices to bully, that's called cyber-bullying." Label all columns accordingly and ask students to.
9. Transition into a discussion about who's involved in bullying. Explain there are three participants in bullying: the person bullying, the targeted person, and the bystanders (the people watching the bullying happen). They can picture this as the bullying triangle. Refer to page 124 for more information on the bullying triangle.
10. Conclude the lesson by stating that in the bullying triangle, the bystanders have the most power to stop bullying.

**Assessment:** Use the students' work to assess for understanding of the types of bullying.

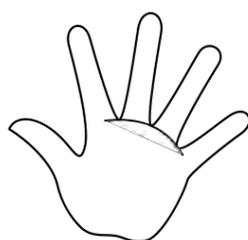
**Common Core Standards/ESOL:** W.3.7. Conduct short research projects that build knowledge about a topic. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. A13 Use of Illustrations/Diagrams; A15 Use simple, direct language; B2 Explain Key Concepts; C6 Labeling; C8 Pictures; E10 Think-Pair-Share.

# Types of Bullying Worksheet



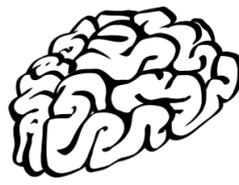
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## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Third

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson will be able to:**

- Identify how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** Scenario and Effect Strips

### **Instructions:**

1. Introduce the bullying triangle (person bullied, person targeted, and bystanders.) Refer to page \_\_\_ for more information on the bullying triangle.
2. Explain that today they'll be doing an activity to help them learn how bullying affects everyone in the bullying triangle.
3. Preparing for the activity: Print and cut the Scenario and Effect Strips. There are scenario/effect strips for each of the participants in the bullying triangle (person bullied, person targeted, and bystanders.) Prepare as many strips as you need for your class.
4. Instructions for the game: The purpose of this game is to demonstrate to the students how bullying affects different people within the bullying triangle. Divide the class into groups of six; each group will represent one person in the bullying triangle (modify groups as needed.) Within each group, three students will read the scenario strips, and the other three will read the effect strips (see diagram below.) Explain they'll receive a strip of paper with either a scenario or an effect. If they have a scenario, their job is to approach someone who has an effect within their team. They'll read each other their strip. The student with the scenario strip ALWAYS reads first. Tell them to make sure they pair up with everyone within their team that has the opposite strip (scenario vs. effect). As they do this activity, encourage them to notice what they are learning about how bullying affects the participants in the bullying triangle.
5. Once all teams completed the activity, ask them to go back to their seats to discuss what they learned.
6. Debrief the activity by asking the following questions to each team respectively: How did bullying affect the person targeted? How did bullying affect the person bullying? How did bullying hurt the bystanders?
7. Conclude the lesson by reinforcing that bullying hurts ALL the participants in the bullying triangle.

**Assessment:** Use student responses during debrief to assess their understanding of how bullying hurts the people involved.

**Common Core Standards/ESOL:** L.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; E3 Games.

### Scenario and Effect Strips:

**Person Bullying Scenario:** Every morning during recess, I ignore Alex on purpose because I don't want to play with him. I tell all my friends to ignore him too.

**Person Bullying Scenario:** Every time Aaliyah makes a mistake in class, I make fun of her and laugh.

**Person Bullying Scenario:** I always want to buy snacks after school, so I make Mark give me his money. If he doesn't want to give it to me I tell him I'll beat him up.

**Person Bullying Effect:** Other kids are just my friends because they are scared of me. That's not real friendship.

**Person Bullying Effect:** The teacher called my parents because I was bullying someone. I got grounded.

**Person Bullying Effect:** Nobody wanted to come to my birthday party.

**Person Targeted Scenario:** I thought having a cell phone would be so cool, but it's turned out to be a nightmare. Some kids in 5<sup>th</sup> grade got my number and they're always sending me really cruel and mean text messages.

**Person Targeted Scenario:** I hate recess. No one wants to play with me.

**Person Targeted Scenario:** When the teacher is not looking, Hallie, who sits behind me, is always pinching me and making mean faces at me. Her friends just laugh.

**Person Targeted Effect:** I'm nervous in school. I'm afraid someone is going to hurt me.

**Person Targeted Effect:** I feel so sad and lonely.

**Person Targeted Effect:** It's hard to concentrate when others bully me. My grades are dropping.

**Bystander Scenario:** On the field trip yesterday, James kept pushing and shoving Josh out of line.

**Bystander Scenario:** Carmen never lets the new girl play with us. She is always making fun of her behind her back.

**Bystander Scenario:** Lucas is always playing mean jokes on people to get other people to laugh. It's not funny.

**Bystander Effect:** I feel so upset and the worst part is I don't know how to help.

**Bystander Effect:** It's so hard to focus and learn when I see others getting hurt.

**Bystander Effect:** I'm scared if I say something, I'll get bullied too. I don't feel safe in school.

## ABC's of Bullying Prevention Lesson 3

**Grade Level:** Third

**Duration:** 30 Minutes

**Title of Lesson:** What can I do about li?

**Essential Question:** How can you use empathy to stop bullying?

**By the end of this lesson will be able to:**

- Name the three keys to a safe school
- Define empathy
- Identify how others feel in different scenarios

**Materials/Resources Needed:** Feelings List, Empathy Scenarios

### **Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Tell students today that they will be learning how to use empathy to stop bullying.
6. Explain that an important aspect of empathy is being able to tell what feeling another person may have in any given situation. Tell them the following exercise will help them practice. Say a feeling from the list and ask students to think about different situations that would give them that feeling. For example, if you say happy, they could say: "I feel happy when I play with my friends," "I feel happy when Dad comes home, or" "I feel happy when I score a point for the team."
7. Do this exercise with at least 10 feelings; make sure to use a wide range of feelings. Take several answers for each feeling.
8. Tell the students that now they are going to do it backwards. You will give them a situation/scenario, and they will have to come up with the feelings. Read the scenarios. After each scenario, ask students the following questions: "How do you think \_\_\_\_\_ feels?" "Now that you know that, what could be something you do to help them feel better?"
9. Conclude the activity by explaining that empathy is a tool to prevent or stop bullying. When there is empathy and caring in a classroom and school, there is no room for bullying. Encourage students to practice empathy throughout the week.

**Assessment:** Use students' responses to check for understanding of how empathy can be used as a tool to stop bullying.

**Common Core Standards/ESOL:** SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

**Feelings List:**

Cheerful, calm, strong, sad, unhappy, annoyed, grumpy, worried, shy, confused, embarrassed, bored, caring, jolly, happy, proud, thankful, hurt, lonely, lost, angry, frustrated, scared, furious, excited.

**Empathy Scenarios:**

**Scenario #1**

TJ is sitting alone, crying in the bus. Another student pushed him out of his seat and told him: “There’s no room for nerds in this bus!” Everyone laughed. How do you think TJ feels? Now that you know that, what could be something you do to help him feel better?

**Scenario #2**

Betty is in the cafeteria picking up her food from the floor. Another student just walked by and tripped her on purpose; then walked away laughing with a few other kids. How do you think Betty feels? Now that you know that, what could be something you do to help her feel better?

**Scenario #3**

It’s time for recess and the whole class is playing softball together. When picking teams, the team captains did not want to pick Carlos, the new student because he doesn’t speak English. How do you think Carlos feels? Now that you know that, what could be something you do to help him feel better?

**Scenario #4**

You’re walking down the hall and you see one of your classmates getting shoved by a 5<sup>th</sup> grader. How do you think your classmate feels? Now that you know that, what could be something you do to help him or her feel better?

**Scenario #5**

You notice there’s a group of students laughing in the corner. They are passing around a paper. Eventually, the paper gets to you. It’s a picture of another student in the class and it says really mean things about them. How do you think that student feels? Now that you know that, what could be something you do to help him or her feel better?



# ABC's of Bullying Prevention: 4<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Fourth

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** How can you identify bullying?

**By the end of this lesson will be able to:**

- Define bullying using RIP (repeated, imbalance of power, purposeful)
- Name the different types of bullying
- Tell who is a part of the bullying triangle and who has the most power to stop bullying within the triangle

**Materials/Resources Needed:** Scenario Strips, Teacher Answer Key

### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Go over the different types of bullying (physical, verbal, and mental – cyber-bullying.) Refer to page 123 for more information on types of bullying.
3. Explain that today they will be practicing how to identify bullying using the RIP definition.
4. Divide the class into four groups.
5. Explain that each group will be receiving a scenario. As a team they will discuss how the scenario meets the RIP definition of bullying. Ask each team to choose a presenter and have them share with the class their scenario and their findings.
6. After each presentation, debrief and clarify as needed using the Teacher Answer Key.
7. Transition into a discussion about who is involved in bullying. Explain there are three participants in bullying: the person bullying, the targeted person, and the bystanders (the people watching the bullying happen.) They can picture this as the bullying triangle. Refer to page 124 for more information on the bullying triangle.
8. Conclude the lesson by stating that in the bullying triangle, the bystanders have the most power to stop bullying.

**Assessment:** Use the students' presentations to assess for understanding of RIP definition of bullying.

**Common Core Standards/ESOL:** SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E10 Think-Pair-Share.

### Scenario Strips:

**Scenario #1:** Every day during lunch, AJ pushes Junior out of line to get ahead of him. AJ is older and louder than Junior, who is usually shy and quiet. Junior asked him to stop several times, but AJ keeps doing it.

**Scenario #2:** A week ago Allie got a new haircut. Since then a group of girls have been telling her she looks ugly. Allie told them that it hurts her feelings and even started to cry one day.

**Scenario #3:** Carlos is new in school. He came from another country. He's trying to make friends, but it's been 3 days that the other boys won't let him play in any of their games during recess. Every time Carlos asks them if he can play, they ignore him and pretend he's not there.

**Scenario #4:** Erica's parents finally gave her permission to get a Facebook account. She thought it would be lots of fun to have one, but the popular kids in her class are posting mean things on her wall every day. They post things like: "Nerd" and "Fatso." In school she asked them to stop, but they didn't.

### Teacher Answer Key for Scenario Strips:

**Scenario #1:** Every day during lunch, AJ pushes Junior out of line to get ahead of him. AJ is older and louder than Junior, who is usually shy and quiet. Junior asked him to stop several times, but AJ keeps doing it.

**R:** It happened every day during lunch. If it happened twice, it would be enough to meet the repeated requirement.

**I:** AJ is older and thus may have more power. Imbalance of power can also include who has more friends, or different personality types. For example AJ is loud and Junior is shy and quiet.

**P:** Junior asked him to stop, and AJ didn't. This shows that AJ knew it was unwanted behavior and it was hurting in some way. Junior continued to be hurtful on purpose.

**Scenario #2:** A week ago Allie got a new haircut, and since then, a group of girls at her school have been telling her she looks ugly. Allie told them that it hurts her feelings and even started to cry one day. The girls didn't stop and continued to make fun of her.

**R:** The incident started a week ago, and it's implied it's happened several times since then. Even if an incident happened in the morning and on the same day another incident happened in the afternoon, it would be considered repeated.

**I:** A group of girls has more power than a single girl; this is called social status or social power.

**P:** Allie told the girls it hurt her feelings and they continued to make fun of her. They knew she didn't like it and they continued to be hurtful on purpose.

**Scenario #3:** Carlos is new in school. He came from another country. He's trying to make friends, but it's been 3 days that the other boys won't let him play in any of their games during recess. Every time Carlos asks them if he can play, they ignore him and pretend he's not there.

**R:** It's happened three days in a row.

**I:** Carlos is new to the school and doesn't have any friends. Having more friends than another student and using that to be hurtful is an imbalance of power.

**P:** The boys are ignoring Carlos on purpose. Carlos has made several attempts to get their attention but they chose to continue the ignoring behavior anyway.

**Scenario #4:** Erica's parents finally gave her permission to get a Facebook account. She thought it would be lots of fun to have one, but the popular kids in her class are posting mean things on her wall every day. They post things like: "Nerd" and "Fatso." In school she asked them to stop, but they didn't.

**R:** They are posting on her wall every day.

**I:** The fact that the kids doing the bullying are more popular and it's a group demonstrates an imbalance of power. Social status is a form on imbalance of power.

**P:** Erica asked them to stop and they continued the behavior. Once a student expresses the behavior is unwanted, if the other student continues it demonstrates purposeful intent to harm.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Fourth

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson will be able to:**

- Identify how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** Chart or poster paper, markers/pens, Big Paper Questions

### Instructions:

1. Introduce the bullying triangle (person bullied, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
2. Explain that today they will be doing an activity to help them learn how bullying affects everyone in the bullying triangle.
3. Preparing for the activity: Divide the class in groups of three. Each group will get a "big paper" with a question written in the middle (prepare these ahead of time using the Big Paper Questions.) Each person must have a different color marker to make it easier to track the conversation.
4. Instructions for the activity: Students will work together to explore the various effects bullying can have on the participants in the bullying triangle. Tell students this is a silent activity and all communication will be done in writing. Let them know they will have time to speak later. Before starting, ask students if they have any questions to minimize talking during the activity. Explain that each group will be receiving a Big



## ABC's of Bullying Prevention Lesson 3

**Grade Level:** Fourth

**Duration:** 30 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you use the keys to a safe school to stop bullying?

**By the end of this lesson will be able to:**

- Name the three keys to a safe school
- Provide examples of how to use the keys to a safe school to prevent or stop bullying

**Materials/Resources Needed:** Letters, paper/pencil

**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Tell students today they will be practicing how to use the keys to a safe school to prevent or stop bullying.
6. Ask students to pretend they all write for a school paper. They are the writers for the "Advice Column." Students in their school write to them for advice on their problems.
7. Each student will receive a letter. Instruct them to think about how that student could use the keys to a safe school to solve their problem. Ask students to write a letter back with their advice. Students may work in pairs.
8. For each letter, choose one student to share their letter of advice with the class. Elaborate and clarify as necessary.
9. Conclude the activity by explaining that empathy, respect and kindness are tools to prevent or stop bullying.

**Assessment:** Use students' work to check for understanding of how empathy, respect, and kindness can be used as tools to stop bullying.

**Common Core Standards/ESOL:** W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) A15 Use Simple, Direct Language; B2 Explain Key Concepts; G11 Writing Sample.

**Letters:** Note: The following page has 3 different letters, each written from the perspective of a different person within the bullying triangle. The letter signed Confused is the bystander's perspective; Unhappy is the target's perspective; Lonely, is the person bullying's perspective.

Dear \_\_\_\_\_ (Your name),

There's something that is really bugging me. Sammy, this kid in my class is really mean. He is always making fun of others when they read or answer questions in class. In the cafeteria, he sometimes steals other kids' lunches. If they don't want to give up their lunch, Sammy threatens them. Many kids are afraid of him. He always does his mean things when the teacher is not looking, so he never gets caught. He's pretty nice to me, but the other day he wouldn't let my friend Kim play with us during recess. She was pretty hurt by it. The thing is I don't know what to do. I'm afraid if I say something to Sammy, he'll start bullying me too. But I feel really bad for the other kids. I don't know how to help them. What should I do?

Signed -- Confused

Dear \_\_\_\_\_ (Your name),

I hate coming to school. There's a kid in my class, his name is Sammy, and he just loves picking on me. I can't stand it anymore. He's always calling me names, or making fun of me when I answer a question in class. It really hurts my feelings. The worst part is he always does it when the teacher is not looking, so he never gets in trouble. During recess, he never lets me play with them. He says I'm too short and clumsy to play basketball. The other day he said I couldn't even watch them play because I am cursed! I'm starting to believe that I am. I don't really have a lot of friends. The few that I have are only nice to me when Sammy is not there. When he picks on me, no body stands up for me. Some kids even laugh. I can't take the bullying anymore. What should I do?

Signed -- Unhappy

Dear \_\_\_\_\_ (Your name),

I hate coming home. My parents are getting a divorce and my dad left the house. I haven't seen him in a while. I miss him. My mom is so sad she's always crying in her room. Most nights I have to make my own dinner. I have an older brother, but he's super mean to me. He treats me like I'm his personal slave. He never lets me hang out with him and his friends. He says I'm cursed and that's why dad left. At home I feel no one cares about me. That's why I prefer to be at school. My teacher is nice to me. In school I feel in control. I'm no one's pet. I can even get other kids to do things for me. I just do what my brother does to me. I pick on others so they won't pick on me. The thing is, I don't actually have any good friends, and I could really use one. What can I do about that?

Signed -- Lonely

# ABC's of Bullying Prevention: 5<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Fifth

**Duration:** 40 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What are the roles of the people within the bullying triangle?

**By the end of this lesson will be able to:**

- Define bullying using RIP (repeated, imbalance of power, purposeful)
- Name the different types of bullying
- Understand the roles of the participants in the bullying triangle and who has the most power to stop bullying

**Materials/Resources Needed:** Bullying Triangle Worksheet

### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Discuss the different types of bullying with the students (physical, verbal, and mental – cyber-bullying.) Refer to page 123 for more information on types of bullying.
3. Explain today they will learn about the different roles participants in the 'bullying triangle.' Draw a triangle on the board. Ask the students who they think the three participants are. Guide them to the answer and label them: person bullying, person targeted, and bystanders. Refer to page 124 for more information on the bullying triangle.
4. Tell them they will be doing an activity to help them better understand the role each person in the bullying triangle plays.
5. Explain they will each get a Bullying Triangle worksheet. The goal is for them to work together with various students in the class to think and share their ideas about each role. Once the activity is finished, ask them to go back to their seats for a class discussion.
6. Debrief activity, ask students to share answers for each question. Elaborate and clarify.
7. Conclude the activity by emphasizing the power of the bystanders to stop bullying.

**Assessment:** Use the students' answers in their worksheets and during the class discussion to assess for understanding of the roles of the participants in the bullying triangle.

**Common Core Standards/ESOL:** SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E2 Flexible Grouping; E10 Think-Pair-Share; F9 Reciprocal Teaching; G5 Interview.



## Bullying Triangle

1. Find someone with the same hair color as you and ask them: “What is the definition of person bullying?” Discuss it and come up with a definition you both agree on. Write it in the space bellow. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. Find someone with the same eye color as you and ask them: “What is the definition of person targeted?” Discuss it and come up with a definition you both agree on. Write it in the space bellow. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. Find someone with the same size hand as you and ask them: “What is the definition of bystander?” Discuss it and come up with a definition you both agree on. Write it in the space bellow. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
4. Find someone the same age as you and ask them: “Who in the bullying triangle has the most power to stop bullying and why?” Discuss it and write it in the space bellow.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
5. Find someone the same height as you and together make a list of: “Three reasons bystanders might choose to do nothing when they see a bullying situation.” Discuss it and write it in the space bellow. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Fifth

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson will be able to:**

- Express how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** Unfinished Stories, paper and pencil

### **Instructions:**

1. Introduce the bullying triangle (person bullied, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
2. Explain that today they'll be doing an activity to help them learn how bullying affects everyone in the bullying triangle.
3. Divide the class into small groups; make sure you have at least 3 groups.
4. Explain that each group will receive an unfinished story about a participant in the bullying triangle. Their job is to finish the story. The purpose of this activity is to help students reflect on how bullying affects all the participants in the bullying triangle. The key is to finish the story expressing one or various ways bullying is affecting that person.
5. Once they finish the stories, ask a few students to share their endings. Elaborate or clarify as needed.
6. Conclude the lesson by reinforcing that bullying hurts ALL the participants in the bullying triangle.

**Assessment:** Use students' written work and discussion to assess their understanding of how bullying hurts the people involved.

**Common Core Standards/ESOL:** W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A15 Use Simple, Direct Language; B2 Explain Key Concepts; G11 Writing Sample.

### **Three Unfinished Stories:**

My name is Jane. I'm in Mrs. Smith's 5<sup>th</sup> grade class. I see something going on in class that really bothers me. Some kids in my class are acting really mean, their leader is Zach. The latest thing is going on online. Zach created a Facebook group where he and his buddies say terrible things about other kids. Not everyone in the school posts things on the group, but I hear people talking about it in the cafeteria, EVERYONE is reading it! They mainly pick on Kenneth. He's in my class, and my neighbor. I admit Kenneth is a little awkward and he walks weird because he had an accident when he was little. But that's not a reason to treat him so badly. Watching this bullying is really doing something to me. I mean I feel...

My name is Kenneth. I'm in Mrs. Smith's 5<sup>th</sup> grade class. Since last year I hated coming to school. I get bullied a lot because I'm different. I always looked forward to coming home and feeling safe, but now the bullying is even happening when I'm home too. There's a group of kids in my class who pick on me all the time, their leader is Zach. Zach created a Facebook group. Everyone in the school sees the group and him and his buddies post really hurtful things about me. I'm tired of being their target. It happens

every day in one way or another. Sometimes they call me names, or don't let me play during recess. Other times they break my things and make fun of me online. This bullying is really affecting me. For example...

My name is Zach. I'm in Mrs. Smith's 5<sup>th</sup> grade class. I wish I could stay in school all day. It's not like I want to be working all the time, but things at home make me sad. My parents are getting a divorce and my dad left the house. At school I feel powerful, like I have control of my life. At home, my mom doesn't pay attention to me, so I go on the internet. I spend a lot of time on Facebook. I created this really popular group and everyone goes on it. So what if we make fun of a few students? I don't get what's the big deal. Yesterday, the principal called me into his office and...

## **ABC's of Bullying Prevention Lesson 3**

**Grade Level:** Fifth

**Duration:** 30 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** What is the difference between tattling and telling?

**By the end of this lesson will be able to:**

- Name the three keys to a safe school
- Understand one way to stop bullying with kindness is by telling when someone is getting hurt
- Tell the difference between tattling and telling

**Materials/Resources Needed:** 'Tattle vs. Tell Adventure!' Comic Strip Worksheet

**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Explain today they will be learning more about how to use kindness to stop bullying.
6. Say one way to use kindness to stop bullying is telling a grownup when someone is being bullied.
7. Share with them that often students do not want to tell when they see bullying because they are scared they will get in trouble for tattling.
8. Ask the students what they think is the difference between tattling and telling.
9. Clarify as needed: Tattling is when you tell on someone to get them in trouble. For example, when you tell the teacher someone did not do their homework. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. For example, when someone is hitting another student.
10. Tell them that you will be doing an activity to help them practice telling the difference between tattling and telling.
11. Pass out a Comic Strip worksheet to each student. They are responsible for illustrating and finishing the story. The first box gives them a situation. In the second box, they must determine whether they should tell a grownup or not. In the third box, they must come up with what they think the outcome of their action will be. Go over the instructions with them.

12. Once students finish, you can have a couple of students share their comic with the rest of the class or in pairs.
13. Conclude the activity by asking students what they learned about tattling and telling and go over the various ways they can report a bullying situation. Refer to page 126 for more information how to report bullying.

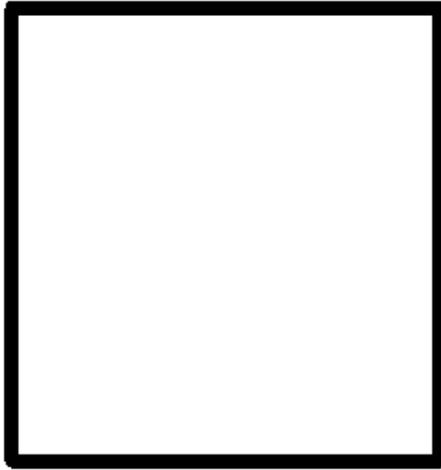
**Assessment:** Use students' work to check for understanding of the difference between tattling and telling.

**Common Core Standards/ESOL:** W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.

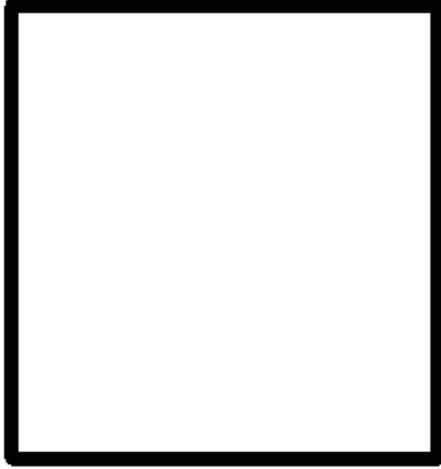
Tell  
Tattle

# TATTLE VS. TELL ADVENTURE!

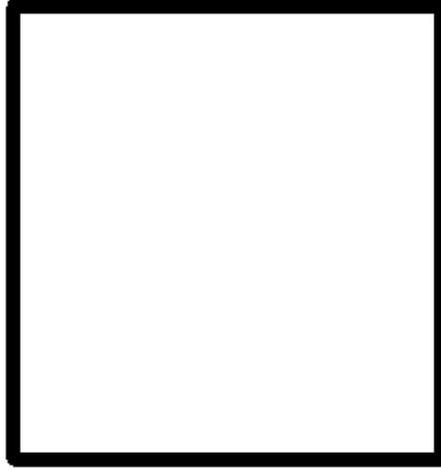
**Directions:** Read each statement and add the illustration and dialogue for each box.



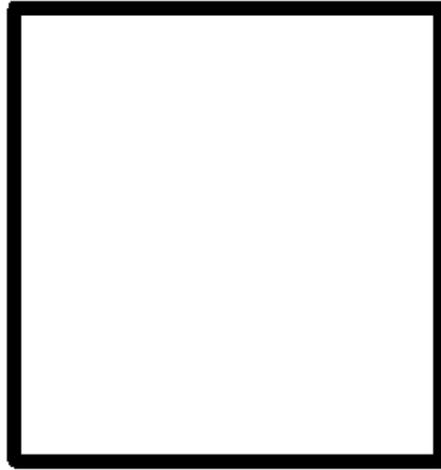
**Jake didn't do his homework.**



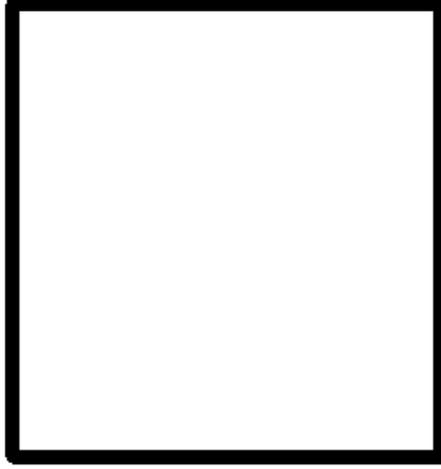
**What should you do? Should you tell a grownup or not?**



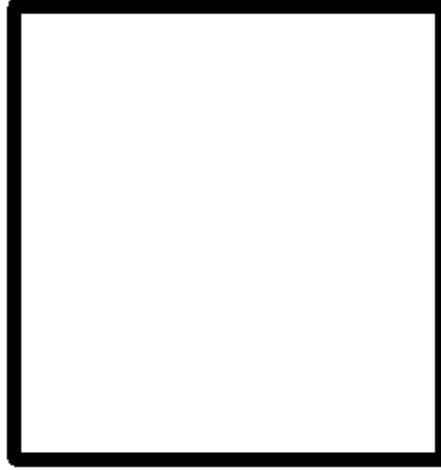
**What happened after?**



**Everyday during recess, Kathy and her friends won't let Janet play.**



**What should you do? Should you tell a grownup or not?**



**What happened after?**

# ABC's of Bullying Prevention: 6<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Sixth

**Duration of Lesson:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** Why does the bystander have the most power in the bullying triangle?

**By the end of the lesson students will be able to:**

- Define the components of bullying using the RIP definition (repeated, imbalance of power, purposeful)
- Identify the types of bullying (physical, verbal and mental) and be able to give examples of each
- Name the participants in the bullying triangle and explain the power of the bystander
- Define cyber-bullying and give examples of the power of the bystander in cyberbullying situations

**Materials/Resources Needed:** Writing paper or student journals, The Bystander's Role in Cyber-bullying Situations handout

### Instructions:

1. Ask students to write a paragraph describing a bullying situation on a piece of paper or in their writing journals.
2. Discuss the bullying definition using RIP (repeated, imbalance of power, purposeful.) Refer to page 122 for more information on RIP. Ask students to look at their paragraphs and determine whether they described a bullying situation that included these three elements.
3. Identify the types of bullying (physical, verbal and mental.) Ask students to give you an example of each type. Mental bullying will probably be the most difficult one for them to understand. Discuss the terms "exclusion" and "isolation" as types of mental bullying. Refer to page 123 for more information on the types of bullying.
4. Introduce the bullying triangle and discuss the three participants in the triangle (person bullying, person targeted, and bystander.) Refer to page 124 for more information on the bullying triangle.
5. Inform students that research shows the bystander has the most power in the bullying triangle. Ask them to volunteer some reasons why this is true (Most of us are bystanders—we have larger numbers. Only 20% of students are the ones targeted or the people bullying; 80% of students are bystanders. Also, most students who bully are trying to impress other students to show their power or popularity by their actions. When bystanders intervene, 53% of bullying situations stop within 10 seconds.)
6. Ask students if they know about cyber-bullying. Give them the oral definition: "Cyber-bullying is the repeated and purposeful mistreatment of others through the use of technology such as computers, cell phones and other electronic devices." Explain that cyber-bullying is a form of mental bullying (see page 123 for more information.)
7. Use the following questions to learn what their experiences have been with cyber-bullying: "What forms does it take among your peers? Where does it happen most often? What experiences have you had with cyber-bullying?"

8. The next activity is called Cyber-bullying Bystanders. The purpose of this activity is to have students recognize their roles as potential bystanders in cyber-bullying situations and their power as bystanders. Students should work in small groups of 3-4 members to complete this exercise. Teacher's Directions to Students: "I am going to give you a handout, which contains some fictional letters written to Ms. Cyber-Advisor. These letters are written by targets and perpetrators of cyber-bullying. Your group task is to determine who the bystanders are in these scenarios and describe what power they have to influence the situation. You will be sharing your findings with the class." After students have completed their small group work, ask students to share their responses and suggestions with the class.

**WHY?**  
**WHO?**  
**EW**  
**N?**  
**?**

**Assessment:** Class feedback and group participation will provide the teacher with an assessment of the students' comprehension of major concepts.

**Common Core Standards/ESOL:** SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; E4 Group Reports/Projects.

**Teacher's Answer Key**

**The Bystander's Role in Cyberbullying Situations**

1. The bystanders in this scenario are all the people who are reading the website and/or voting. They are also the people writing comments, whether it is about this girl or someone else. Their participation in this "contest" encourages the person bullying. Their comments defending the persons targeted or their reporting of this website to a trusted adult would help to stop it.
2. The bystanders in this scenario are the boy's friends who know about the situation. There might also be friends of the person bullying who know what is going on. Anyone who is aware of the situation is a bystander. They can use their power as bystanders by the choices they make. If they do nothing and tell no one, they are supporting the situation to continue or escalate. If they tell an adult, the boy's parents, or report it, they are using their power to stop the bullying.
3. The bystanders in this situation are the girls who know who is behind the malicious online profile and all those who are reading it and posting comments. Those bystanders who know who the person bullying is could discourage any more posts, take down the profile, etc. Those who are reading the profile or know it exists (including friends of the person targeted,) could report it and tell people they know it is a fake profile.

## The Bystander's Role in Cyberbullying Situations

- Directions:** 1) Determine who the bystanders are in the cyber-bullying situation  
2) Describe the bystander's power to influence the situation

Dear Ms. Cyber-Advisor,

I really need your help. I recently got braces and the kids at school started calling me "metal mouth" and other mean names. As if this isn't bad enough, this boy in my class started a website where kids can vote on "Middle School Most...." Right now I am near the top of the list for "Most Ugly Smile," and people are writing comments on the website, like "Who would ever want to kiss that jumble of metal?" Please help!

Dear Ms. Cyber-Advisor,

I am really scared. I am being harassed online and I don't know why. I started receiving emails telling me things like "one month to live" and every day I get an email with the countdown and other scary stuff. I don't know who is doing this to me. I am afraid everywhere. I told my friends about it and they can't think of who it might be. I haven't told my parents, because I don't want to freak them out.

Dear Ms. Cyber-Advisor,

I started a fake online profile of a girl I don't like. I said all kinds of stuff on it, like I hate all white people, and that I hated certain kids that are popular and powerful. It started out being fun but now the hate mail I see directed at this girl has some of my friends a little worried that someone might actually do something to her. My friends were giving me ideas of things to say on the website, but now they are backing off. I don't know how to get out of the situation now. I don't want anyone to know it was me who started it.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Sixth

**Duration:** 45-50 minutes

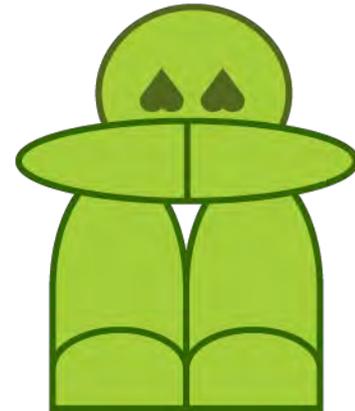
**Title of Lesson:** Why Should I Care?

**Essential Question:** How can being one of the participants in the bullying triangle affect you beyond middle school?

**By the end of this lesson students will be able to:**

- Demonstrate knowledge of short and long term damage caused by bullying to all participants in the bullying triangle

**Materials/Resources Needed:** Writing paper



### Instructions:

1. Jeopardy Game: The purpose of this next activity is to teach the short and long term damage caused by bullying to all participants in the bullying triangle. Briefly review the participants in the bullying triangle in preparation for the game. Refer to page 124 for more information on the bullying triangle.
2. Directions: Divide the class into three teams. Give the class the following instructions: "We are going to play a form of the Jeopardy game. How many of you have ever watched Jeopardy on TV? For those of you who are unfamiliar with the game, the host gives the answer to a question and the contestants have to guess the correct question. For example, if I said, "Repeated, Imbalance of Power, and Purposeful," the correct question would be "What is the definition of bullying?" It is the opposite of the usual way where the teacher asks the question and the students give the answers. I have divided you into three teams, and you will compete as teams. The topic of the questions will be Damage Caused by Bullying. I will give an answer, and when your team decides the correct response, write it down and raise your hands. If you are the first team to give the correct response, you will earn a point. If your answer is incorrect, the second team to raise their hands will get an opportunity to answer. If no team gives the correct response, I will tell you the correct response and move on to the next answer. Are you ready to play?" **Teacher's Note:** Teacher's Jeopardy Statements and Answer Key are at the end of this lesson, it provides the sequence of "answers" and the acceptable responses (some answers have more than one possible correct response.)
3. At the end of the game, debrief the activity and check for comprehension of the damage done to all participants in the bullying triangle. Emphasize the concept that bullying hurts everyone. It is also motivating if you offer some kind of reward to the winning team.

**Assessment:** Assess comprehension through the class discussions and game responses.

**Common Core Standards/ESOL:** SL 6.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; E2 Flexible Grouping; E3 Games; G6 Observation/Anecdotal.

### Teacher's Jeopardy Statements and Answer Key

1. Miss school out of fear (What are the effects on those targeted?)

2. More likely to have criminal charges against them (What are the effects on those who bully?)
3. Feel frightened that bullying might happen to them (What are the effects on bystanders?)
4. May have suicidal thoughts (What are the effects on those targeted?)
5. May develop a loss of empathy for the target (What are the effects on bystanders?)
6. May want revenge (What are the effects on those targeted?)
7. May suffer from depression (What are the effects on those targeted?)
8. More likely to have substance abuse issues (What are the effects on those who bully?)
9. May feel a loss of hope (What are the effects on bystanders?) (What are the effects on those targeted?)
10. May develop a dislike or avoidance of school (What are the effects on bystanders?) (What are the effects on those targeted?)
11. May have trouble sleeping (What are the effects on those targeted?)
12. May perpetuate adult family violence (What are the effects on those who bully?)
13. More likely to drop out of school (What are the effects on those who bully?)
14. May suffer reduced academic success (What are the effects on those targeted?)
15. May feel a loss in the belief that adults have the power to help (What are the effects on bystanders?) (What are the effects on those targeted?)
16. May lose feelings of self-worth (What are the effects on bystanders?) (What are the effects on those targeted?)
17. May experience a loss in school connectedness (What are the effects on bystanders?) (What are the effects on those targeted?)
18. May have trouble studying (What are the effects on those targeted?)

### **ABC's of Bullying Prevention Lesson 3**

**Grade Level:** Sixth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can students be more proactive in preventing and intervening in bullying situations?

**By the end of this lesson students will be able to:**

- Recognize the bystander's ability to intervene in bullying situations
- Describe specific action steps to directly and indirectly intervene as a bystander in the bullying triangle

**Materials/Resources Needed:** Bullying/Misconduct Scenarios

**Instructions:**

1. Begin by reviewing the bullying triangle (refer to page 124 for more information on the bullying triangle,) and solicit responses to the following question: "Can anyone tell me why the bystander has the most power in the bullying triangle?" Acceptable responses include, "bystanders are a larger group," "student who bully are trying to get our attention, so if we do not give it, they will stop."
2. Tell the students you are going to say some common beliefs about bullying. Direct them to raise their hands if they think the statement is true, keep it down if they think it is false.

3. Statements: A. I am tattling or snitching if I tell someone about a bullying situation. (False—tattling and snitching are done to get someone in trouble. Telling and reporting are done to help someone. Those being bullied never forget those who tried to help.) B. Bullying is a normal part of growing up. It makes you stronger. (False—the damaging effects of bullying can last for years, not just for those being bullied, but for everyone.) C. Students who bully are not well-liked. (Truth—they may look like they have a lot of friends sometimes, but it’s usually because their “friends” just pretend to like them so they won’t get bullied.) D. If I try to help, I may be the next target. (False—you always need to consider safe ways to help, and there are anonymous ways to report bullying. Studies show that when bystanders do not tolerate bullying, it decreases dramatically.)
4. Discuss direct and indirect ways that students can safely intervene and report bullying. Refer to page 125-6 for information on safe ways to intervene in bullying situations.
5. Intervention Practice: The purpose of this activity is to provide practice for students in choosing appropriate, safe ways to intervene in bullying situations. Ask for four volunteers to read prepared scenarios to the class. The rest of the class will assume the role of bystanders. After a script is read aloud, have the students answer the following questions orally: “What is the relationship, if any, between you (the bystander) and the other participants in the bullying triangle? What intervention, if any, would you use to stop the bullying? What follow up steps need to be taken and by whom, in your opinion?” **Teacher Note:** Scenarios and Teacher Answer Key are located at the end of this lesson.
6. Discuss specific people/places/procedures in the school where bullying can be reported. Take the class on a brief “field trip” to the place where the Anonymous Reporting Box is located. Introduce them to the administrator in charge of receiving bullying complaints, etc. As sixth graders new to middle school, they may not know where to go or whom to seek for help.

**Assessment:** Group participation and class feedback will provide the teacher with an assessment of the students’ comprehension of major concepts and application of knowledge.

**Common Core Standards/ESOL:** SL 6.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; G6 Observation/Anecdotal.

### **Bullying/Misconduct Scenarios**

1. Cheryl, Candace and Maria are friends in the 6<sup>th</sup> grade. Cheryl and Maria live in a trailer park with their families. All three girls ride the school bus home in the afternoon. Amanda and Sarah, both 8<sup>th</sup> graders, also ride the same bus in the afternoon. During the fall, Amanda and Sarah start repeatedly calling Cheryl and Maria “trailer trash” and make fun of their clothes and belongings. One day, Candace, frustrated with the on-going treatment of her friends, shouts at Amanda and Sarah, “Why don’t you two stupid snobs shut up and leave them alone!” Amanda gets up and hits Candace and says, “You shut up! Why do you hang out with those two trailer trash idiots anyway?” Several students, including the bus driver and **you**, witness this interaction.
2. Angela is a star track and soccer athlete at Central High School. She grew up with three brothers and has always been very active in athletics since childhood. Angela has a very short haircut, is usually in jeans and t-shirts and never wears skirts or make-up. Angela has many friends, both male and female. Nonetheless, Angela sometimes

hears comments made by other female students referring to her as a “lesbo,” “dyke,” or “boy.” Angela usually ignored these comments until one day, a student made a loud comment in the cafeteria about Angela being a “boy” playing on the girls’ soccer team. Angela was furious and walked up to the girl, slapped her and called her an “ugly skank.” **You** are sitting at the next table.

3. A group of three girls, whom you don’t know personally, have repeatedly coaxed Joan, an ESE student who has a developmental disability, into performing acts that violate the Student Conduct and Discipline Code. Realizing that Joan would be unable to comprehend fully or consent to the activity, the girls told her that they would be her friends if she would do as they instructed her. These acts included stealing money from another student’s backpack and vandalizing school property. **You** overhear these girls telling Joan to do something illegal while you are waiting for your friend.
4. Pat, who is a friend of yours, confides in you that he/she has been sending derogatory text messages about another student whom you both dislike. Pat also claims to have put things on his/her Facebook message board. Pat has heard that the student is very scared and upset, and Pat plans to crank it up even more!

**Teacher Answer Key:**

1. In this scenario, the bystander has no personal relationship to the person targeted and has no personal relationship with the students bullying. The bus driver should intervene in the situation and report it to the principal, but you are a bystander as well. It is not ok to decide “It’s someone else’s responsibility, not mine.” It is important you report it, or intervene more directly if you feel safe to do so. What are some ways you could directly intervene?
2. This scenario is a bit of a trick question. The situation does not meet the criteria for bullying. There is no imbalance of power and no evidence that the behavior is ongoing. If no students recognized this fact, make sure you discuss the concept that not every conflict they witness is a bullying situation that requires their intervention. Was Angela justified in slapping the girl? No, she escalated the situation. However, this appears to be more of a conflict between two people that will be dealt with by administrators. You would not need to become involved unless the slap provoked a fight—then you could get help before someone got seriously hurt.
3. In this scenario, you have no personal relationship with either the people bullying or the person targeted. However, you are aware of what is happening and whether you know the people involved or not, you have a responsibility to do something to help, whether directly or indirectly, depending upon what feels comfortable and safe for you to do.

Discuss with your students what are some ways they could directly/indirectly intervene?

4. In this situation, you are a friend of the person bullying. You don’t particularly like the person targeted, but you know this is a bullying situation and that there are damaging consequences for both your friend and the person targeted. You are probably comfortable directly intervening with your friend, the aggressor, by discouraging this behavior. If they don’t respond, would you do something more?



# ABC's of Bullying Prevention: 7<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Seventh

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What is the bystander's role in the bullying triangle?

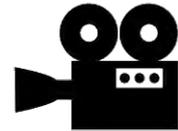
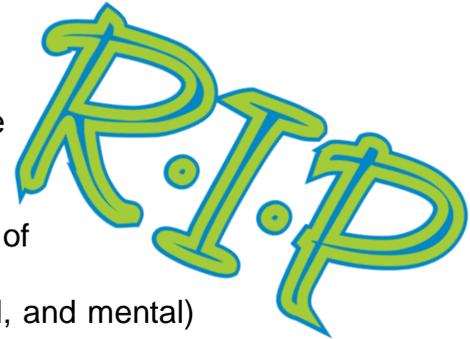
**By the end of this lesson students will be able to:**

- Define bullying using RIP (repeated, imbalance of power, and purposeful)
- Identify the different types of bullying (physical, verbal, and mental) and be able to give examples of each
- Name the participants in the bullying triangle and explain the power of the bystander

**Materials/Resources Needed:** Anti-Bullying Policy 5.9 Student Video:

Choosing Peace to Stop Bullying Violence

<http://www.browardprevention.org/anti-bullying/anti-bullying-policy-59/>



### Instructions:

1. Show the student video Choosing Peace to Stop Bullying (13 minutes.) The video contains all of the major concepts of bullying (RIP, types of bullying and the bullying triangle) and discusses the power of the bystander. Refer to pages 122-124 to find more information on these topics. After playing the video, check for comprehension of the RIP definition of bullying, the types of bullying, and the bullying triangle, including the power of the bystander through informal questioning.
2. The purpose of the next activity is to give students insight about the participants in the bullying triangle. Place special emphasis on the targets of bullying. Ask students "Are some students or groups of students more likely to become targets than others in middle school? Why?" Discuss the impact of bullying on students who are often targets because they belong to a certain group, religion, or academic program. Emphasize the impact by using the examples of sexual and gender orientation, or LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning students.) Provide these statistics: According to studies, these students hear anti-gay slurs once every 14 minutes, often from adults; are bullied long-term (5 years), systematically, and by groups; are three times more likely to commit suicide; about 80% of students abused for being "gay" are heterosexual; nearly 30% of gay teens had been threatened in the past month with a weapon at school, compared to 7% of heterosexual students.
3. Attribute Linking Activity: This activity is linked to the last conversation about targeted students, and expands on the roles in the bullying triangle.
4. Preparing for the activity: Write on the board the following: Define "person bullying" with partner #1. Define "person targeted" with partner #2. Define "bystanders" with partner #3. Write at least 3 reasons why a bystander may not intervene in a bullying situation.
5. Procedure: Ask students to take a notepad and pen, and find someone in the room (partner #1) with the same shirt color. Have these students agree on a definition of "person bullying" and have them write it on their notepad. Now ask students to find a

different person in the room with the same eye color (partner #2.) Have these new pairs come up with a mutually agreed upon definition of “person targeted,” and write it down. Next, ask students to find a new partner in the room with the same hand size (partner #3.) Students must measure their hands, palm-to-palm, in order to find a match. Ask these students to exchange definitions of “bystanders” and again write it down before moving on to the fourth partner. Lastly, ask students to find a new partner (#4), whose birthday is in the same season (winter, spring, summer, fall.) Students will need to ask students their birthday season or hold up a notecard indicating theirs until they find a match. Have these new pairs write at least 3 reasons why a bystander may not intervene in a bullying situation.

6. Debrief the activity by asking students to share their answers with the class.

**Assessment:** Class feedback and group participation will provide the teacher with an assessment of the students’ comprehension of major concepts.

**Common Core Standards/ESOL:** SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; E2 Flexible Grouping; E4 Group Reports/Projects; E7 Peer Pair.

## ABC’s of Bullying Prevention Lesson 2

**Grade Level:** Seventh

**Duration:** 45-50 minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** If bullying hurts everyone, why does it continue to be such a problem in school?

**By the end of this lesson students will be able to:**

- Demonstrate knowledge of the short and long term emotional damage done by bullying to all participants in the bullying triangle

**Materials/Resources Needed:** Chart paper, markers, tape to hang chart paper on walls

**Instructions:**

1. The purpose of this activity is for students to engage in conversations about their concerns about bullying in their school, their perceptions of the most problematic types of bullying, and their awareness of its impact on all participants in the bullying triangle. Refer to page 124 for more information on the bullying triangle. Give the following directions: You will be doing the next activity in small groups, which I will assign. But first, I want to ask the large group a question. “Do you think there is a bullying problem in this school?” Allow for some responses. Instruct the students: “Each group will get two pieces of chart paper and markers. Label one sheet “Bullying Problems in School,” and the other “Consequences/Effects of Bullying.” Write your group responses on the paper. When thinking about the consequences and effects of bullying, make sure to reflect on how bullying affects the person targeted, the person bullying, and the bystanders.” When everyone is finished, we will put the papers around the room and we will “read the room” as small groups.
2. When students have completed the tasks, hang the two sets of papers on the walls around the room. Allow students to read all the papers so they can see the other groups’ responses.

3. After reviewing student work products, inform them of the short and long-term damaging effects of bullying. Gear your emphasis to the areas most misunderstood by the students, as evidenced by their work products. It is common for students to know about consequences to students targeted, but to underestimate the damaging effects of bullying on the person(s) bullying and the bystanders. Refer to page 125-6 for information on the damaging effects of bullying on all participants of the bullying triangle.

**Assessment:** The group presentations, class feedback and student work will provide the teacher with an assessment of comprehension of the main concepts.

**Common Core Standards/ESOL:** SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; E2 Flexible Grouping; E4 Group Reports/Projects; E7 Peer Pair.

### ABC's of Bullying Prevention Lesson 3

**Grade Level:** Seventh

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you make a difference in reducing bullying in your school?

**By the end of this lesson students will be able to:**

- Explain reasons why bystanders might be afraid to intervene in a bullying situation
- Differentiate between tattling/snitching and telling/reporting
- Name indirect and direct ways to intervene in bullying situations

**Materials/Resources Needed:** Whiteboard or projector and screen, writing paper

**Instructions:**

1. Review the concept of the power of the bystander. Then ask the question, "If you agree that the bystander has the most power in the bullying triangle, then why don't all bystanders intervene?" Refer to page 125-7 for information on why bystanders might not intervene. Solicit responses from the class, and project them either on a whiteboard or a projector and screen. Add any reasons from the background information that the students might have missed. Clarify any misconceptions. One of the typical reasons stated by this age group is the reluctance to be perceived as a snitch or tattletale. When this is mentioned, either by the students or you, say, "We are going to discuss what snitching really is, and how it is different than reporting bullying to help someone." This is an effective segue into the next activity.
2. Discuss the difference between tattling/snitching and telling/reporting (you "snitch" when you want to get someone in trouble, you tell or report to help and protect.)  
**Teacher's Note:** Refer to the Teacher's Answer Key for examples of appropriate student responses for the discussion.
3. Snitching vs. Telling/Reporting Small Group Activity: Divide the class into groups of four students. Directions to Students: "Your group has been invited to the elementary school to present a lesson to third graders on the difference between tattling and telling/reporting. Your task is to create a lesson that will teach third graders when to tell an adult about a bullying situation and when they are just tattling on someone. You can write a song, poem, put on a skit, or develop anything else that will engage the children and teach them the concept." When they finish, have each group present their lessons.

Check with the class after each presentation as to whether the statements conform to the definitions of tattling/snitching and telling/reporting.

4. Discuss direct and indirect ways to safely intervene and report bullying. Refer to page 125-6 for information on safe ways to intervene in bullying situations.
5. Discuss specific people/places in your school where bullying can be reported (ex. Location of Anonymous Reporting Box, name/location of the Investigative Designee responsible for receiving bullying complaints.) Inform students how they can anonymously report bullying. Ask students what other resources and anti-bullying events they would like to see implemented at their school.

**Assessment:** The group presentations and class feedback will provide the teacher with an assessment of the students' comprehension of major concepts and application of knowledge.

**Common Core Standards/ESOL:** SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; E2 Flexible Grouping; E4 Group Reports/Projects.

### Teacher's Answer Key: Tattling/Snitching vs. Telling/Reporting

**Tattling:** Accept any example that demonstrates the motivation to get someone in trouble, to complain about someone, to approach adults to solve their problems that could have been solved on their own. Examples: "Sarah took Mary's chair," "Leroy texts his girlfriend during class," "Maria makes faces at you behind your back," "Marcus hasn't done his homework all week because he says you never collect it!"

**Telling/reporting:** Accept any example that demonstrates the motivation to help someone out of trouble, or is in danger or being bullied. Examples: "Clyde is taking Jonathon's lunch money every day," "A group of girls are harassing Loretta on the bus," "Someone is sending Jay threatening emails every night and he's really getting worried."

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# ABC's of Bullying Prevention: 8<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Eighth

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What have you learned about types of bullying and your power as a bystander during your middle school experience?

**By the end of this lesson students will be able to:**

- Define the components of bullying using the RIP definition (repeated, imbalance of power, purposeful)
- Describe the different types of bullying and give examples of how they might be manifested
- Name the participants in the bullying triangle and discuss the power of the bystander

**Materials/Resources Needed:** None

### Instructions:

1. Review the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Ask students to name the different types of bullying (physical, verbal, and mental) and to give examples of each type. Discuss -bullying, sexting, dating violence and sexual harassment and ask students to determine which types of bullying these examples represent. Check for understanding of the definitions of these terms. Refer to page 123 for more information on types of bullying.
3. Review the participants in the bullying triangle. Ask students to name some reasons why the bystander has the most power of the participants. Refer to page 124 for more information on the bullying triangle.
4. Public Service Announcement (PSA) Activity: The purpose of this activity is to provide students with a forum to discuss sexting, dating violence and sexual harassment concerns. Divide the class into groups of 4 students and tell them, "today you are going to write PSA for your local high school radio station. PSAs are short speeches about issues the public needs to be aware of for their benefit. Each group will develop a PSA on one of the following topics: cyber-bullying, sexting, dating violence or sexual harassment. The audience for this announcement will be middle school students and their parents, and the focus of the message will be to teach them to recognize these behaviors as types of bullying. When you have finished writing your announcement, select one of your group members to deliver it to the class."
5. Circulate around the groups to offer assistance as needed. After each oral presentation, debrief any areas of confusion or concern from the audience.

**Assessment:** The class responses and group presentations will provide the teacher with an assessment of comprehension of concepts.

**Common Core Standards/ESOL:** SL.8.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Eighth

**Duration:** 45-50 minutes

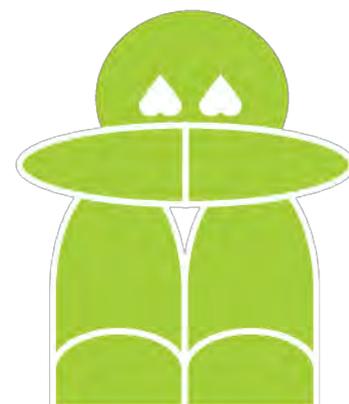
**Title of Lesson:** Why Should I Care?

**Essential Question(s):** Am I more or less concerned about how other students are treated than I did in sixth grade?

**By the end of this lesson students will be able to:**

- Use the RIP definition of bullying (Repeated, Imbalance of Power, Purposeful) and the bullying triangle to recognize bullying situations in their school
- Challenge themselves to recognize the imbalance of power in various life situations

**Materials/Resources Needed:** Journals or writing paper



### Instructions:

1. Review the RIP definition of bullying and the types of bullying. Refer to pages 122 for more information on these topics.
2. Discuss the concept of Imbalance of Power in the RIP definition of bullying. Frame the lesson by telling students, “The purpose of this lesson is to become more aware of the imbalance of power inherent in the middle school setting, and to be sensitive to the individuals and groups who are most likely to be bullied. “What groups or individuals are likely to have less power in middle school?” Look for student responses such as: underclassmen, ESE students, ESOL students, LGBTQ students (Lesbian, Gay, Bi-sexual, Transsexual and Questioning), students with physical differences (obesity, acne, small stature etc.). Make the point that some students are more likely to be targeted for bullying through no fault of their own, just by being whom they are. Ask students to name some of the damaging effects they have observed that result from bullying on those targeted. Refer to page 125-6 for information on damaging effects of bullying on all participants of the bullying triangle. Explain that the opposite is also true—some students are perceived to have more power by others through no deliberate actions of their own.
3. The purpose of this activity is to enhance students’ understanding of the damaging effects of bullying on all participants of the bullying triangle. Divide the class into small groups of 4 students. Number each group (Group #1, #2, etc.) and tell students to remember their group numbers, which they will need for the second part of the activity. Teacher’s Directions to Groups: “We have discussed why some people might be targeted more frequently for bullying and the damaging effects bullying has on those targeted. Now you are going to explore the damaging effects bullying has on the person bullying and the bystanders. Two students in your group will work together to brainstorm short term and long term damaging effects on the people bullying, and the other two students will develop a list of the short and long term damaging effects of bullying on bystanders. Think hard and deep—we often are unaware that all participants are damaged by bullying. After two minutes, I will signal you to find another set of students working on the same triangle participant (bystander pair will find another bystander pair, and those working person bullying lists find another like pair.) Before you move from your table, make sure you put your group number on your paper and that you write down the number of the group to which you have moved. Share your lists and add any damaging affects you did not originally have. When I signal

again, you need to find another group, and continue this pattern every time I signal until you have met with all the groups. When you have completed your visits, I will ask each member of the class to share one damaging effect on the person bullying and one damaging effect on the bystanders.” Debrief any misconceptions or additional damages that students did not mention.

4. Assign students to write in their journals on the following topic: This is your last year in middle school. How do you see the bullying triangle happening in “your real world,” either at school, on teams and organizations in which you may participate, at home, and/or among your personal and social groups? What damaging effects does bullying have on you or those you care about? Have students voluntarily share their responses.

**Assessment:** Class feedback and group participation will provide the teacher with an assessment of the students’ comprehension of major concepts.

**Common Core Standards/ESOL:** SL 8.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use simple, direct language; B2 Explain key concepts; F1 Activating and/or building prior knowledge; G6 Observation/anecdotal; G8 Retelling.

### ABC’s of Bullying Prevention Lesson 3

**Grade Level:** Eighth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question(s):** How can I use my experience in middle school to be an advocate against bullying?

**By the end of this lesson students will be able to:**

- Name direct and indirect ways to intervene in a bullying situation
- Reflect upon their personal evolution through their middle school years concerning bullying awareness, their role(s) in the bullying triangle, and their actions to intervene
- Know the definition of the word “advocate” and what actions an advocate might take to combat bullying

**Materials/Resources Needed:** Writing paper, poster paper or chart paper, colored markers

**Instructions:**

1. Ask the students to discuss how their attitudes have evolved over their middle school years in regard to: bullying awareness, their roles in the bullying triangle, and their actions to intervene.
2. Review direct and indirect ways to intervene in a bullying situation as a bystander.
3. The purpose of the next activity is to help students reflect upon their unique status as upperclassmen to be role models for treating all people with respect. The activity is called the Big Paper, and it uses writing and silence as tools to help students explore a topic in depth. The goal for this Big Paper is to allow students to reflect on having the courage to stand up for what is right so they can become activists against bullying.
4. Procedure: Divide the students into triads, and give each group a piece of poster paper or chart paper on which you have placed a quotation or question in the middle of the page (suggested quotations and questions appear at the end of the lesson.) Also give each member of the group a different colored marker. Directions to the groups: “This

activity will be done in total silence, so make sure you understand all the directions before you begin. Read the quotation and follow up question(s) on your Big Paper in silence. After you read the text, your group will individually write comments and answer the question(s) on the Big Paper. You may also ask questions of each other or comment on each other's statements, but do it all by writing on the paper in silence. You may draw lines linking your responses or questions to someone else's statements, since more than one of you will be writing on the paper at the same time." At least 15 minutes should be allowed for this part of the activity. Then, still working in silence, tell the students to leave their partners and walk around reading other Big Papers. You can determine the length of time to give to this part of the activity. If there is time in the class, ask each group to discuss their conversation and other's comments as shown on the Big Paper. If there is not sufficient time in the class session to properly debrief the Big Paper conversations, debrief in the next class session; it is very important that the debriefing process take place after this exercise and that the expectation for advocacy against bullying is emphasized. The focus of the debriefing should be the roles of courage and self-worth in standing up for what is right.

**Assessment:** The class discussions and work product from the Big Papers will provide the teacher with an assessment of comprehension and retention of key concepts. The class activities will provide an assessment of application of knowledge.

**Enrichment (Optional):** A discussion about the authors of the quotations used in the Big Papers (i.e. Martin Luther King, Robert Kennedy, Eleanor Roosevelt) can enlighten students as to their historical significance and their courageous fight for the powerless in society. Students could also research other acts of courage, which brought needed change (ex. Rosa Parks, Abraham Lincoln.)

**Common Core Standards/ESOL:** SL 8.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. SL.8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal.

### Quotations and Questions for the Big Papers

- "All that is needed for evil to run rampant is for good women and men to do nothing"—Martin Luther King. To what part of the bullying triangle does this quote refer? What is it asking those participants to do?
- "To whom much is given, much is expected." How does this quotation relate to bullying?
- "Which do you admire more, a demonstration of power or a demonstration of courage?" What would be a demonstration of power in a bullying situation? What would be a demonstration of courage? What would impress you more and why?
- "The greatest mistake you can make in life is to continually fear you will make one."—Elbert Hubbard. How does the fear of making a mistake relate to bullying situations? Whose behavior in the bullying triangle is most likely to be affected by this fear? Explain.
  - "No one can make you feel inferior without your consent."—Eleanor Roosevelt. To whom in the bullying triangle does this quotation speak? How would this philosophy lessen the damaging effects of bullying?



# ABC's of Bullying Prevention: 9<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Ninth Grade

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** As a bystander, how can you tell the difference between bullying and conflict?

**By the end of this lesson, students will be able to:**

- Articulate the criteria for bullying using the RIP definition (repeated, imbalance of power, and purposeful)
- Describe the differences between bullying, conflict and mutual joking or wanted teasing
- Name the different types of bullying (physical, verbal, and mental)
- State who is part of the bullying triangle and discuss the power of the bystander

**Materials/Resources Needed:** Whiteboard or projector and screen, writing paper for group activity, strips of paper (5-8, depending on class size), with one of the following words written alternately on each strip: physical, verbal, and mental

### Instructions:

1. Discuss the RIP definition of bullying. Refer to page 122 for more information on RIP.
2. Describe the differences between wanted teasing and joking, conflict, and bullying, using some examples. **Teacher Note:** Background information on these differences is located at the end of the lesson. Using a graphic organizer such as a Venn diagram, projected on a whiteboard or screen, have students verbally compare and contrast the characteristics of bullying, wanted joking or teasing, and conflict.
3. Orally review the types of bullying with the students (physical, verbal, and mental.) Refer to page 123 for more information on the types of bullying.
4. Discuss the participants in the bullying triangle and emphasize statistics that verify the power of the bystander (i.e., when witnessing students intervene, 57% of bullying stops within 10 seconds. The majority of students (80%) are bystanders in the bullying triangle.) Refer to page 124 for more information on the bullying triangle.
5. Divide the class into groups of 5-6 students. Instruct students to select a person to record their work and a narrator to report to the class. Place a pre-made category strip at each table. Depending upon the size of your class, you may have to make two strips with the same topic, but make sure that each topic is selected at least once.
6. **Teacher's Directions to Student Groups:** "Using the topic you have selected, work within your group to develop an example of bullying. Identify the roles of the participants in the bullying triangle. Your example must include all of the RIP components. The person you have selected as recorder will write your example on the sheet of paper provided and the narrator will present your work to the class. You will have 10 minutes to develop your example." At the end of the 10 minutes, have each narrator state the type of bullying selected, give the example, discuss the role of each participant in the bullying triangle, and explain why the example meets the definition of bullying (RIP.) Allow 3 minutes for each presentation and 1-2 minutes for class feedback.

**Assessment:** The group presentations and class feedback will provide the teacher with an assessment in the areas of knowledge of key terms, comprehension of major concepts, and application of content.

**Common Core Standards/ESOL:** SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E4 Group Reports/Projects.

**Teacher's Background Information:**

**Mutual Joking or Wanted Teasing**, where all individuals involved are having fun and feel capable of responding and defending themselves (have equal power), is not bullying. However, teasing that is done in a mean and hurtful way, that involves an **imbalance of power** whereby one individual feels powerless to respond or to stop what is happening, **IS** bullying.

**Conflict:** Any two people/groups can have a conflict. Bullying *only* occurs where there is an **imbalance of power** and, therefore, one of the parties is unable to effectively defend him/herself to equitably resolve the problem. Conflict is a misunderstanding or dislike between people. Peer Mediation can help with conflict, but not bullying. Bottom line, we can like or not like someone, but we are still expected to treat others with respect and we need to expect others to treat us with respect as well.

**Myth:** Bullying is the same thing as conflict. **Truth:** Conflict involves antagonism among two or more people of equal power in the situation.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Ninth

**Duration:** 45-50 minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How can being one of the participants in the bullying triangle affect you beyond high school?

**By the end of this lesson students will be able to:**

- Demonstrate knowledge of short and long term damage caused by bullying to all parties in the bullying triangle
- Name several consequences of cyber-bullying
- Assess their individual involvement in cyber-bullying incidents

**Materials/Resources Needed:** Copies of the "Have You Ever...." Worksheet, whiteboard or projector and screen



**Instructions:**

1. Review the bullying triangle and the types of participants in the triangle (person bullying, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
2. Discuss the short-term and long-term damage caused by bullying to all participants in the bullying triangle. Refer to page 125-6 for information on the damage caused by bullying, including cyber-bullying.
3. Think-Pair-Share activity: The purpose of this activity is for students to reflect upon their own behavior on the Internet and increase their awareness of how they might inadvertently be participants in cyber-bullying. This activity is also designed to sensitize students to the damage and consequences of cyber-bullying, while increasing empathy for others. First, review the types of bullying (physical, verbal, and mental.) Explain that cyber-bullying is considered a form of mental bullying. Refer to page 123 for more information on the types of bullying.
4. Directions: Distribute copies of the “Have You Ever...” worksheet to the class. Have students complete the assessment individually. Assure them that their individual responses will not be shared with the whole class or collected. When they have completed the assessment, ask them to move into groups of four, either self-selected or assigned by you (counting by four’s, pairing with the people in close proximity to them, etc.). Ask them to discuss their responses with each other to the level they are comfortable sharing. Allow 10 minutes for this part of the activity. Next, ask each group to select a recorder and chart the frequency of each “yes” response to the questions. Ask one person from each group to record the frequency of each response on the whiteboard or overhead projector.
5. Follow-up Discussion questions: What surprised you about your own responses? Did you know that the behaviors on the survey are considered cyber-bullying? Did anything surprise or inform you about the frequency of any response in the class tally? What did you learn about yourself or the group regarding cyber-bullying as a result of this activity?

**Enrichment (Optional):** Statistics indicate that 42% of youth have been cyber-bullied and 53% have participated in cyber-bullying. Does this surprise you? How do these statistics compare with the results from our class activity?

**Assessment:** The group presentations and class feedback will provide the teacher an assessment of knowledge of key terms, comprehension of major concepts, and application of key concepts.

**Common Core Standards/ESOL:** SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and substance and style are appropriate to purpose, audience, and task. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge.

# HAVE YOU EVER...



Forwarded an unkind email or rumor? Yes No

Not deleted a post that is cruel? Yes No

Encouraged friends to laugh AT another? Yes No

Stayed silent when another was tormented or  
threatened? Yes No

Voted on whether someone was “hot” or “not”?  
Yes No

Let others take or send pictures/videos of personal  
moments or compromising positions? Yes No

Responded in anger or were hurtful, but then said  
were just “joking”? Yes No

## ABC's of Bullying Prevention Lesson 3

**Grade Level:** Ninth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can students be more proactive in preventing and intervening in bullying situations?

**By the end of this lesson students will be able to:**

- Name the different levels of being a bystander
- Debunk myths about the consequences of directly or indirectly intervening in a bullying situation
- Describe specific action steps to directly and indirectly intervene in a bullying situation as a bystander

**Materials/Resources Needed:** Bystander handout, student journals or writing paper, and whiteboard or chalkboard

### Instructions:

1. Distribute the Bystander handout to the class and ask students, "Do all bystanders behave the same way when they are in a bullying situation?" Discuss the broad spectrum of behavior inherent in the term "bystander," from being an instigator of bullying to being an active protector of the person being bullied. Tell students the Bystander handout will be completed with a partner. You may utilize a method of selecting partners or allow students to self-select.
2. Directions to students: "On your worksheet you will see a large circle with a small circle in the middle, indicating the person targeted. You will also see a small circle representing the person bullying on the upper left corner. The other small circles on the line represent the bystanders. Your assignment is to describe different bystander reactions, come up with a different reaction for each bystander circle. I will do the first one to give you an example. One of the bystanders may be a friend of that person bullying, or is eager to watch the bullying scenario, although he/she did not actually start the bullying. I may describe their reaction as "they laugh and encourage the person bullying." When you are all finished with your descriptions we will discuss them." After students have completed their worksheets, ask them to describe their choices. Write their responses in a worksheet you have reproduced on a whiteboard or chalkboard. Make sure there is a wide range of reactions from supporting the bullying to intervening to stop the behavior.
3. Verbally elicit from the students some common beliefs about the consequences of bystanders intervening in bullying situations. Ask the questions, "What are some of the reasons bystanders are afraid to intervene or report bullying?" Write the students' responses on the board or projector. Next, point to each statement and ask, "Is this truth or myth?" Affirm or refute the students' assumptions. Refer to page 125-7 for information about why bystanders might not intervene.
4. Ask students to think of an instance in their personal lives where they were bystanders in a bullying situation. In their journals or on a piece of paper, ask students to describe the incident in one or two paragraphs. In their descriptions, ask them to answer the following questions: What did they think or do at the time? What would they do now if the same scenario occurred? Why?

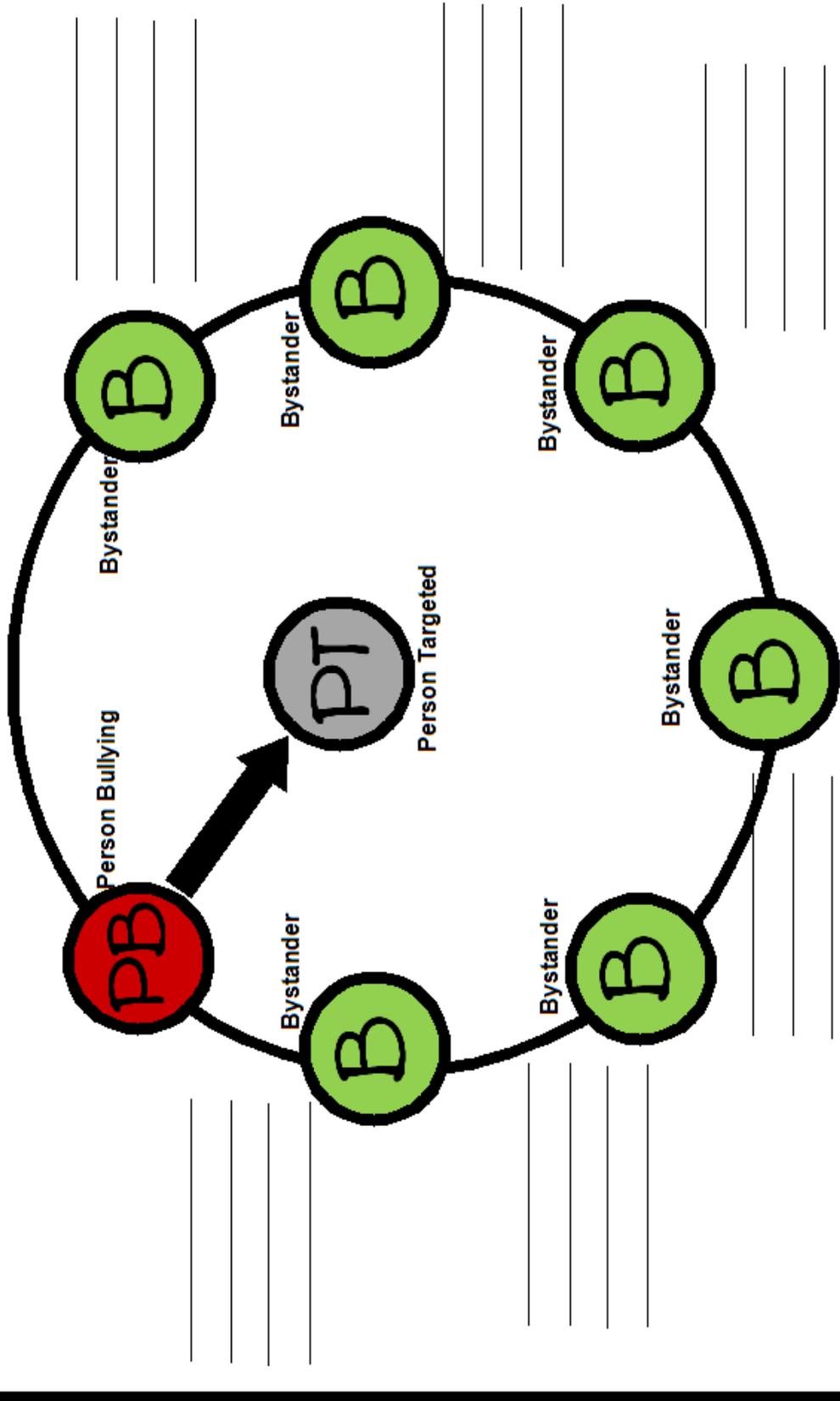
5. Discuss strategies for directly and indirectly intervening in a bullying situation (see Teacher's Answer Key for a list of acceptable responses.)

**Assessment:** The group discussions and class feedback will provide the teacher with an authentic assessment of comprehension of key concepts and application of knowledge.

**Common Core Standards/ESOL:** SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and substance and style are appropriate to purpose, audience, and tasks. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge.



# Bystanders Handout



# ABC's of Bullying Prevention: 10<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Tenth

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** Why is the bystander considered to have the most power in the bullying triangle?

**By the end of this lesson students will be able to:**

- Define the components of bullying using the RIP definition
- Describe the different types of bullying
- Name the participants in the bullying triangle and discuss the power of the bystander

**Materials/Resources Needed:** Writing paper, pens/pencils

### Instructions:

1. In order to assess prior knowledge of the definition of bullying, ask students to write the RIP (repeated, imbalance of power, and purposeful) definition of bullying from memory on a piece of paper. After assessing student mastery of this concept by eliciting examples of each component, review RIP as necessary. Refer to page 122 for more information on RIP.
2. Discuss the different types of bullying with the students (physical, verbal and mental) and ask them to orally volunteer examples of each type. Prompt students to include cyber-bullying, as well as ignoring and isolation in their examples of mental bullying. Refer to page 123 for more information on the types of bullying.
3. Review the participants in the bullying triangle. Refer to page 124 for more information on the bullying triangle.
4. Ask students to volunteer reasons why the bystander has the most power in the bullying triangle (there are more of them--the majority of students (80%) are bystanders in the bullying triangle; they have influence over the person bullying by withholding approval & tolerance of bullying behavior (research indicates that when bystanders intervene, 57% of bullying stops within 10 seconds; the person being bullied appreciates any attempt at helping to stop the person bullying.)
5. The purpose of the next activity is to reinforce the concept of the power of the bystander. As an introduction, ask students to raise their hands if they have ever been involved in a bullying situation, either as a person bullying, a person targeted, or a bystander. This question will give you some idea of the number of students who admit to having been part of a bullying experience. Tell students they will be using those remembered experiences as part of the next activity, which will be a type of "improvisation skit." If they do not personally have an experience to use, ask them to think of one they have heard about.
6. Next, ask the class to count by fours, and divide the groups so that all 1's are in a group, all 2's etc. Ask the groups to share their experiences with each other. Their group assignment is to create a one-minute skit of a bullying scenario, which they will perform for the class. One person in their group will play the role of the person bullying, one will play the person targeted, and the rest of the group will play the parts of the bystanders. The script needs to have two different endings—one with the

bystanders standing on the side of the person bullying and one with the bystanders standing on the side of the person targeted. The bystanders' dialogue in the script needs to express how they feel being on each side of the situation and how their behavior influences the ending. After the scripts are written, students will perform their "improvisation" skits. Debrief each performance with the class, emphasizing the power of the bystanders and how they affect the outcome of a bullying situation by their actions.

**Assessment:** Use improvisation skits and class discussion to assess students' understanding of key concepts and power of the bystander.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; G6 Observation/anecdotal; E2 Flexible grouping.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Tenth

**Duration:** 45-50 minutes

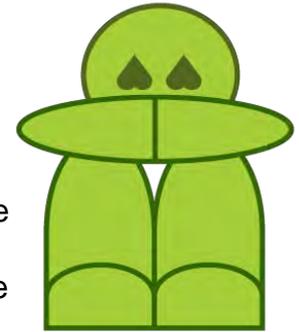
**Title of Lesson:** Why Should I Care?

**Essential Question:** How will bullying affect you beyond high school, no matter what role you assume in the bullying triangle?

**By the end of this lesson students will be able to:**

- Demonstrate knowledge of the short and long term damage done by bullying to all participants in the bullying triangle
- Define empathy and describe how an empathetic response can be effective as an intervention in a bullying scenario

**Materials/Resources Needed:** Writing paper, pens/pencils



**Instructions:**

1. The purpose of this activity is to teach students that all participants in the bullying triangle are damaged in lasting ways if there are no interventions to stop bullying. Refer to page 125-6 for information on the damaging effects of bullying on all participants of the bullying triangle. Divide the class into six small groups. Instruct the groups that they are going to generate a list of the short and long term damaging effects of bullying on each of the participants in the bullying triangle. The assignments are as follows: person being targeted/short term effects; person being targeted/long term effects; person bullying/short term effects; person bullying/long term effects; bystanders/short term effects; bystanders/long term effects. Allow approximately 7 minutes for the groups to develop their lists. Ask a spokesperson from each group to present their work product to the class. Ask the other groups if they have anything to add, challenge, or comment upon after each presentation. Keep comments targeted and focused.
2. Empathy Exercise: The purpose of this exercise is to sensitize the students to the feeling of empathy so that they are more likely to use an empathetic response in a bullying situation. Students may remain in their small groups from the last exercise. First, discuss the definition of the term "empathy." (i.e. understanding of another's feelings, compassion, responsiveness.) Ask students to tell you an antonym for the word "empathy" (i.e. indifference.) After checking for understanding, ask each small

group to develop a brief bullying scenario involving all participants in the bullying triangle. Ask them to leave the scenario open-ended, without an ending. As each group presents its scenario, the other groups must answer the following questions posed by you: “What is a likely ending to this incident if no one present has any empathy for the person being bullied? What is a likely ending if the bystander(s) have empathy for the person targeted? End the exercise with the question, “How can a person learn to have more empathy for others? Can empathy be learned, or is it a quality you are born with or without?”

**Assessment:** Assess comprehension through the class discussions and work products.

**Common Core Standards/ESOL:** SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; G6 Observation/Anecdotal; E2 Flexible Grouping.

## ABC’s of Bullying Prevention Lesson 3

**Grade Level:** Tenth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can we know when and how to intervene in bullying situations?

**By the end of this lesson students will be able to:**

- Name several ways to report bullying
- Differentiate between “snitching” and telling/reporting
- Articulate ways to be activists against bullying

**Materials/Resources Needed:** Writing paper, pens/pencils, list of school resources for reporting bullying

**Instructions:**

1. Discuss the difference between tattling/snitching and telling/reporting (you “snitch” when you want to get someone in trouble, you tell or report to help and protect) for the purpose of encouraging students to become activists against bullying. **Teacher’s Note:** Refer to the Teacher’s Answer Key for examples of appropriate student responses for the discussion.
2. Snitching vs. Telling/Reporting Small Group Activity: Divide the class into groups of four students. Two people in the group will develop five statements that would be considered “tattling.” The other two members will develop five statements that would be “telling/reporting” statements. Ask students to discuss their statements within the group, refine or change if necessary, and select their best “snitching” statement and their best “telling/reporting” statement to present to the class. Then have one person from each group present their statements. Check with the class after each presentation as to whether the statements conform to the definitions of tattling/snitching and telling/reporting.
3. Discuss direct and indirect ways to safely intervene and report bullying. Refer to page 125-6 for information on safe ways to intervene in bullying situations.
4. Discuss specific people/places in your school where bullying can be reported (ex. Location of Anonymous Reporting Box, name and office location of the Investigative Designee responsible for receiving bullying complaints.) Also inform students how they

can anonymously report bullying. Ask students what other resources and anti-bullying events they would like to see implemented at their school.

**Assessment:** The group presentations and class feedback will provide the teacher with an assessment of the students' comprehension of major concepts and application of knowledge.

**Common Core Standards/ESOL:** SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; G6 Observation/Anecdotal; E2 Flexible Grouping.

**Teacher Answer Key: Tattling/Snitching vs. Telling/Reporting**

**Tattling:** Accept any example that demonstrates the motivation to get someone in trouble, to complain about someone, to approach adults to solve their problems that could have been solved on their own. Example: "Sarah took Mary's chair," "Leroy texts his girlfriend during class."

**Telling/reporting:** Accept any example that demonstrates the motivation to help someone out of trouble, or is in danger or being bullied. Example: "Clyde is taking Jonathon's lunch money every day," "A group of girls are harassing Loretta on the bus."

**WHY?**  
**WHO?**  
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# ABC's of Bullying Prevention: 11<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Eleventh

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** How do our perceptions of the participants in the bullying triangle affect our behavior?

**By the end of this lesson students will be able to:**

- Define bullying using the RIP definition (repeated, imbalance of power, and purposeful)
- Describe the different types of bullying and give examples of each type
- Name the participants in the bullying triangle and describe their characteristics and possible motivations
- Verbalize why the bystander is the most powerful participant in the bullying triangle

**Materials/Resources Needed:** Writing paper, chart paper

### **Instructions:**

1. Review the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Review the three types of bullying (physical, verbal and mental,) and ask the class to verbally give examples of each type. Make sure to elicit cyber-bullying in its many forms as a type of mental bullying if students do not volunteer that example. Refer to page 123 for more information on the types of bullying.
3. Review the participants in the bullying triangle. Ask students to answer the following questions individually on a sheet of paper: Person bullying – Why do they bully? Person targeted – Why do they tolerate it? Bystanders – Why they do not intervene? Refer to page 124 for more information on the bullying triangle.
4. After allowing 7-10 minutes for the reflective part of this exercise, assign students to move into small groups of 4-6 students. Ask students to discuss their work with each other and combine their lists into one group product, so that there are no repetitions and every idea is included.
5. Use the “whip” strategy for the oral presentation. Each group shares one perspective until all groups have responded, then repeat the rotation until all ideas have been presented. Make notes on the whiteboard or projector so that you can do follow-up questions on key concepts presented.
6. Challenge any inaccurate assumptions from the groups' perceptions. For example, have they considered that the same person can play multiple roles, depending on the situation? Have they considered that some bullying behavior may be subtle and covert, and not always outwardly evident? Use your own challenge questions as needed to broaden the students' understanding and awareness.
7. Review the bystander's role in the bullying triangle, and emphasize statistics that verify the power of the bystander (i.e. when witnessing students intervene, 57% of bullying stops within 10 seconds. The majority of students (80%) are bystanders in the bullying triangle.)
8. Ask the students to tell you, by a show of hands, how many of them have ever been bystanders in a bullying situation, whether it was a physical confrontation, something

on the Internet, or something they overheard that was said verbally. Ask for volunteers who are willing to share one experience as a bystander. Did they feel they could have done more at the time to prevent or stop it? How would they handle the same situation if it happened today? Are they more confident in their power as bystanders? Why or why not? Reaffirm their power in the bystander role as needed.

**Assessment:** The group presentations and class feedback will allow the teacher to continuously assess knowledge of key terms, comprehension of major concepts, and application of content.

**Common Core Standards/ESOL:** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; E4 Group Reports/Projects; E10 Think, Pair, Share.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Eleventh

**Duration:** 45-50 minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** If all participants in the bullying triangle experience short and long term damage from engaging in bullying, why does it continue to happen?

**By the end of this lesson students will be able to:**

- Communicate the effects of bullying on the participants in the bullying triangle by creating an artistic representation
- Discuss the reasons why bullying continues to be a problem

**Materials/Resources Needed:** Chart paper and a variety of markers, poster board

**Instructions:**

1. Lead a class discussion with the following questions: "Do you think there is a bullying problem in this school? How do you think it is affecting the students and school environment?"
2. The purpose of the next activity is to sensitize students to the damaging emotional costs of bullying to all participants in the bullying triangle. Divide the class into small groups of 4-6 students. Distribute a piece of chart paper and markers to each team. Ask the groups to show the effects (including emotions) that bullying might have in all participants of the bullying triangle using graphic representations such as webs. Ask students to share some of the effects represented on their webs with the class. Refer to page 125-6 for information on the damaging effects of bullying on all participants in the bullying triangle.
3. End this portion of the lesson with the challenge question, "If all participants in the bullying triangle experience short and long term damage from engaging bullying, why does it continue to happen? Refer to page 125-7 for information on why bystanders might not intervene.
4. To segue into the next part of the lesson, state the following: "As you have shown on your webs, all participants in the bullying triangle can experience a wide range of emotions: sadness, rejection, excitement, loneliness, power, and fear. Create a poster

that uses personification (representation of an abstract quality as human) to represent an emotion that bullying can cause. You may select an emotion felt by any of the participants in the bullying triangle. For example, you could draw loneliness as one dark cloud in the sky, far apart from other fluffy clouds. The emotion of loneliness is one felt by the person being bullied, but can also be felt by the bystander.” After the groups have created their posters, have a spokesperson from each group explain their artistic representations.

**Assessment:** The group presentations, class feedback and production of appropriate posters will provide the teacher with an assessment of understanding of the main concepts.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. A13 Use of Illustrations/Diagrams; C9 Semantic Webbing/Mapping; E4 Group Reports/Projects.

## ABC’s of Bullying Prevention Lesson 3

**Grade Level:** Eleventh

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you use direct and indirect interventions to stop bullying?

**By the end of this lesson students will be able to:**

- Explain reasons why bystanders might be afraid to intervene in a bullying situation
- Name indirect and direct ways to intervene in bullying situations
- Acknowledge their status as upperclassmen and their responsibility to be role models for the underclassmen

**Materials/Resources Needed:** Writing paper, pens/pencils, copies of handout: Direct and Indirect Interventions & Play Guidelines (one per team)

**Instructions:**

1. Review the participants in the bullying triangle (person bullying, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
2. Ask students to volunteer reasons that prevent the bystanders from intervening when they witness bullying situations. Refer to page 125-7 for information on why bystanders might not intervene.
3. Add \_\_\_\_\_ information or clarify as needed.
4. Distribute the handouts Direct and Indirect Interventions & Play Guidelines. Have students take a moment to read the direct and indirect interventions. Ask them “What is the difference between direct and indirect interventions? How can one decide which type of intervention is appropriate for a bullying situation? It is important for students to understand that the type of intervention used is dependent upon the relationship of the bystander to the other participants in



the bullying triangle and the interventions the bystander feels “safe” using. Emphasize any type of intervention is helpful and no intervention almost always results in the escalation of the bullying. Conclude this part of the lesson by clarifying any interventions from the handout as needed.

5. Divide the class into groups of 4-6 students. Explain they will be creating a short play (2-3 minutes) in which they will demonstrate at least one direct and one indirect intervention from the handout. Teams must follow the play guidelines provided in the handout. Allow time to brainstorm, write, and practice their play. Encourage students to be creative.
6. Have each team perform their play for the rest of the class. After each performance debrief by asking the class the following questions: “What direct intervention did they use? What indirect intervention did they use? In this bullying situation, what other interventions could you use?”
7. Conclude the lesson with a reminder to students of the fact that they are now upperclassmen, and have the power to set and model the social norms of their school. Remind them that underclassmen look to them to learn how to act, to protect them, and to model what behavior is appropriate. They need to use their status to create and model a positive school culture.

**Assessment:** Teacher will be able to assess comprehension of lesson through the class plays, and debrief discussions.

**Common Core Standards/ESOL:** SL.11-12 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. E4 Group Reports/Projects; E9 Role Play.



## Bullying and Interventions Play

Direct Interventions	Indirect Interventions
<p><b>Toward the person bullying:</b></p> <ul style="list-style-type: none"> <li>• Show your displeasure</li> <li>• Say something like “That’s not cool.”</li> <li>• “Let’s NOT....”</li> <li>• “Stop, you’re better than that.”</li> <li>• Distract—change the subject or suggest a better idea</li> <li>• Say NO and exit</li> </ul> <p><b>Toward the person targeted:</b></p> <p>Help targeted student leave the situation</p> <p>Offer to go with them to get help</p>	<p><b>Toward the person bullying:</b></p> <p>Do NOT encourage</p> <p>Ignore</p> <p>Walk away</p> <p><b>Toward the person targeted:</b></p> <p>Say something nice</p> <p>Invite them to join you for lunch</p> <p>Say “Hi,” especially if they are new students</p> <p>Anonymously report—students have options to remain anonymous</p> <p>Drop a note in the school’s Anonymous Reporting Box</p> <p>Text “SBBC”-space-plus the text message to CRIMES (274637)</p> <p>Email SIU at school911@browardschools.com</p> <p>Call SIU’s Silence Hurts Tip Line (754)-31-0911</p>

### Play Guidelines:

1. Your play must be 2-3 minutes long.
2. Your play must demonstrate the RIP (repeated, imbalance of power, and purposeful) definition of bullying.
3. Choose one type of bullying to showcase in your play (verbal, physical, mental – cyber-bullying.)
4. Choose one direct and indirect intervention to demonstrate in your play.
5. Every team member must have a role in the play.

# ABC's of Bullying Prevention: 12<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Twelfth

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What have you learned about the different types of bullying during your high school years?

**By the end of this lesson students will be able to:**

- Differentiate between bullying and conflict by using the RIP definition of bullying (repeated, imbalance of power, purposeful)
- Describe the different types of bullying
- Name the participants in the bullying triangle and discuss the power of the bystander



**Materials/Resources Needed:** None

### Instructions:

1. Review the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Write on the board the following words: cyber-bullying, sexting, dating violence and sexual harassment and ask students to define each one orally. Then discuss briefly the effects and facts about each type, and give an example. Refer to page 123 for information on the types of bullying.
3. Divide the class into small groups of 4-6 students.
4. Explain the purpose of the next activity is to allow them some practice and reflection in recognizing the forms of bullying we just discussed. Assign one of the categories listed on the board to each group. Each group is responsible for coming up with an example of their assigned type of bullying. The example must meet the following criteria: (1) include all RIP components; (2) give clear examples of the type of bullying assigned; and (3) include all participants in the bullying triangle (person targeted, person bullying, and bystanders.) You may write the criteria on the board if necessary.
5. Encourage students to pay particular attention to the potential bystanders. Tell them to think about “Who would be likely to know this bullying situation is happening?” Read them the example below to demonstrate what the end product should be.
6. Teacher’s Example: “My category is Dating Violence. Jose and Marcy have been dating for three months, and Jose is wants to end the relationship. He tried to do it in a calm and respectful way, but every time he brings it up, Marcy gets hysterical and says she can’t live without him. She then threatens suicide and tells Jose it will be his fault when she dies and that he will have to live with the guilt the rest of his life. She continues these threats with relentless texts that she is deciding how to kill herself; she’s taking pills now, etc. Jose gets so frantic that he tells her he is sorry, and although he doesn’t want to, he tells her he changed his mind about breaking up. He feels trapped and guilty and doesn’t know what to do. This is mental bullying in the form of dating violence. It meets all the RIP criteria—it is repeated (she sends texts and makes threats,) there is an imbalance of power (Marcy is using suicide as a way to

manipulate Jose,) and it is purposeful as she guilted him into staying in the relationship even though she knows he does not want to. In the bullying triangle, Marcy is the person bullying, Jose is the person targeted. The bystanders could be Marcy and Jose's friends, their parents, teachers, and cyber-friends."

7. After each group has presented their example to the class, ask the extension question, "What power do your bystanders have to help stop the bullying?"
8. Conclude the lesson by asking if there are any questions or concerns about recognizing these behaviors as forms of bullying. Sexting, cyber-bullying, dating violence and sexual harassment are topics that are sensitive to discuss and may need further clarification.

**Assessment:** The class activities will provide an assessment of knowledge.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Twelfth

**Duration:** 45-50 minutes

**Title of Lesson:** Why Should I Care?

**Essential Question(s):** Can bullying be a problem beyond high school?

**By the end of this lesson students will be able to:**

- Describe the damaging effects of bullying on all participants in the bullying triangle
- Recognize the inherent imbalance of power in high school and suggest an empathetic response for all participants in the bullying triangle
- Create a literary piece (poem, song lyric or fictional story) which demonstrates the power of the bystander

**Materials/Resources Needed:** Journals or writing paper

**Instructions:**

1. The purpose of this part of the lesson is to help students get in touch with their emotional reactions to having been part of a bullying triangle, in preparation for the next activity. Teacher Directions to Students: "As Seniors in high school, I want you to take a few minutes to think about your experiences with bullying situations from kindergarten till now. Have you ever bullied anyone? What did it feel like? What emotions did you have? Why did you do it? Were you ever bullied in your school life? What emotional damage did it do to you? How long did those feelings last? Did it change who you are? Jot down a few words or notes as you reflect, so we can discuss it later." After assessing that students finished thinking and writing, lead a discussion by asking the same questions again and eliciting student responses.
2. Creative Writing Assignment: Say, "You just reflected and shared what it feels like to be bullied in school and what it feels like to be the person bullying. For the next part of this lesson, I want you to write a poem, song lyric or fictional story told from the bystander's point of view. Concentrate on the feelings and emotions of the bystander, just as you just focused on the feelings and emotions being the person targeted and the person bullying. You may do this assignment individually or in pairs. We will be sharing some

of your work with the class.” Allow sufficient time for this activity. Ask for volunteers to share their work. Highlight the feelings of the bystander in discussions of student work.

**Assessment:** The class activities and writing assignment will provide an assessment of application of knowledge.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. W 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal; G11 Writing Sample.

## ABC’s of Bullying Prevention Lesson 3

**Grade Level:** Twelfth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question(s):** Have I made a difference directly or indirectly in any bullying situation?

**By the end of this lesson students will be able to:**

- Name direct and indirect ways to intervene in a bullying situation
- Reflect upon their personal evolution through high school regarding bullying awareness, their role(s) in the bullying triangle, and their actions to intervene
- Know the definition of the word “*advocate*” and what actions an advocate might take to combat bullying

**Materials/Resources Needed:** Writing paper, pens/pencils

**Instructions:**

1. The purpose of this activity is to allow students to reflect on how their attitudes have evolved over their high school years in the areas of bullying awareness, their roles in the bullying triangle, and their actions to intervene. First, ask students to sit in a large circle with you, seminar-style. This seating arrangement allows everyone to be visible and indicates that the teacher is an equal member of the conversation. Say to the class, “We are going to have a conversation about how you have personally grown over the past four years regarding your attitudes towards bullying, diversity, and your own self-confidence. I will ask a few questions to get you started, but always feel free to ask questions of each other and to elaborate on answers given. **Note to Teacher:** Here are some prompter questions to begin the conversation: How have your attitudes changed about the damaging effects of bullying over the years? Have you seen more or less incidents of bullying since you started high school? If your answer is “more,” is it because you are more aware of bullying situations or because there are actually more incidents? How have you changed in your willingness to help a person who is the target of bullying? Have you ever intervened, either directly or indirectly? Do you believe it helped?
2. Instruct the students that you will be naming various strategies used to intervene in bullying situations. When you name a strategy, ask students to first tell you whether that strategy is an indirect (I) or a direct (D) intervention. Then ask them to raise their hands if they have ever used the strategy in their high school years. Appoint someone to act as secretary and record the strategy and the number of students who have used it. The strategies you will name are as follows: Strategies towards the person bullying:

Show your displeasure (D); say something like “that’s not cool (D);” walk away (I); enlist the help of another bystander (D); ignore the person bullying (I); make a joke or change the subject to distract them (D); suggest a better idea (D). Strategies to help the targeted person: Say something nice (I); help the person leave the situation (D); show friendliness and support (I); anonymously report (I); offer to go with them to get help (D). Ask the secretary to report out the three most commonly used strategies and the three least used strategies. Ask the class to volunteer possible reasons for these results.

3. The purpose of this next activity is to encourage students to behave as “advocates against bullying” in school, which is a higher level of intervention than being a bystander. Define and discuss the word “advocate,” both as a noun and a verb. An advocate (n.) is someone who actively gives support, an activist. To advocate (v.) is to encourage, support, and promote something. Remind the students that we are all called upon to be activists for respect.
4. Divide the class into small groups of 4-6 students. Give the students the following scenario: “There is a new, important position in the Broward County school system, called Bullying Prevention Specialist. The person who is hired for this job must be a current high school senior, and will be responsible for decreasing the incidents of bullying in his/her school. The job description also states the Bullying Prevention Specialist will share the responsibility for strengthening the enforcement of anti-bullying policies and possibly recommending new anti-bullying initiatives in the school and community. All serious applicants must present their ideas to an interview committee, who will make the final decision. In your small groups, use your own knowledge and life experiences to develop two ideas that would meet these goals and impress the committee. Select one of your group members to present your two best ideas to the class, aka ‘the committee.’ After all the ideas have been presented, post them around the room. Ask the students to take a marker and put a check next to the three ideas that they believe would have the most impact. Everyone gets three votes. When the winning idea is selected, ask the class why it would have the most impact, and what parts of that idea could be reasonably implemented within the next two weeks. If there is student interest and time permits, consider following up with the enrichment activity.

**Assessment:** The group presentations and class feedback will allow the teacher to assess comprehension of major concepts and application of content.

**Enrichment (Optional):** Have students compile their best ideas and develop an action plan to implement some of their initiatives. Their action plan could include presentations to administrators, student council members, class officers, parent advisory council, etc. Their plan should also include strategies to involve the student body to become activists against bullying.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal.

