

## STUDENT ACTIVITIES

### Defining Bullying

#### *Time*

30-45 minutes

#### *Goals*

Help the students identify or name what they are seeing, feeling, hearing, and experiencing. It is much easier to get to the root of the individual problems if the students have a vocabulary in which to share what is going on.

#### *Objectives*

Specifically define four types of bullying.

#### *Materials*

Butcher paper, markers

#### *Preparation*

Review types of bullying, the processes of bullying and “just kidding” phrases.

#### *Activities*

- Inform the class of the four types of bullying:
  - Verbal – Leave physical marks
  - Physical – Can be heard
  - Social – Heard by others
  - Intimidation – Look, gesture, or comment
- Divide the class into four groups
  - Each group defines one type of bullying
  - What does it look like, feel like and sound like
  - Brainstorm a list on butcher paper
- Class discussion
  - Discuss the definitions and any missing terms
  - Verbal and physical bullying may be easy to understand, but what about social bullying and imitation?
    - Are these two precursors to verbal and physical bullying?
  - What is the process to bullying? Does it escalate?
  - “Just kidding” comments are a way of making bullying acceptable
    - “You are such an idiot... just kidding”
    - This is still bullying

## Joking, Teasing, or Bullying?

### *Time*

20 minutes

### *Goals*

The goal of this lesson is to let the students decide if the vignette would be considered bullying or not. This activity allows for extended discussion about the types of bullying and helps students identify bullying within a relevant context.

### *Objectives*

Allow students to identify bullying in a relevant context.

### *Materials*

Vignettes

### *Preparation*

Review vignettes

### *Activities*

#### You Decide

- Vignette: *Sonia recently moved to Lincoln Heights and just finished her first week at the local middle school. At 5 ft 8 in, she towered over most of the students in her 7th grade class. While looking for a place to sit, another student called to her, "Hey, shorty, there's a spot over here!" Sonia paused for a moment and another girl from the group waved her over. "Don't pay attention to her," she told Sonia. "That's just the way we talk to each other. They call me Einstein because I got all C's on my last report card."*
  - Discussion: Joking, teasing or bullying?
    - Why or why not?
- Vignette: *For years, Angel has made fun of his best friend, Dave's, peanut butter obsession. "You'd eat my gym sock if it was covered in peanut butter," he once told Dave. One day in science lab, the students designed mazes to test the intelligence of white mice. When the teacher told the class that they would be baiting the mazes with peanut butter, Angel called out, "Better be careful - Dave might get to the end of the maze before the mice!" The other students broke out in laughter.*
  - Discussion: Joking, teasing or bullying?
    - Why or why not?
- Vignette: *On Monday afternoon, Rob used his recess time to hang campaign posters around the school, which read, "Vote Rob for Student Council President." On Tuesday*

*morning in homeroom, Rob found one of his posters taped to the blackboard in the front of the classroom. Someone had crossed out the word, "President," and replaced it with "First Lady." One of Rob's classmates pointed to a girl in the first row, indicating that Maria had altered the poster. Rob glared at her as he tore down the poster. "It's just a joke," Maria laughed. "Lighten up - I'm gonna vote for you."*

- Discussion: Joking, teasing or bullying?
  - Why or why not?

### Summarization

- Bullying can be hard to identify in social contexts
- Knowing how to identify bullying can make it easier
- There may be situations where you need adult assistance and that is okay

## Bullying Contract

### *Time*

30 minutes

### *Goals*

The final step in understand and combating bullying in an anti-bullying contract. The goal is to come up with a contract that the student population as a whole would be willing to sign in order to combat bullying in their school.

### *Objectives*

Create an anti-bullying contract with the participation of students and have each individual sign and commit to it.

### *Materials*

Contract

### *Activities*

- The class brainstorms consequences for those who choose to engage in bullying.
  - These could include items such as peer mediation or lunch detention
- After the class has reached a consensus on consequences, each student signs a contract through which he or she agrees to be a positive leader in the classroom and also to abide by the consequences agreed upon
  - Every contract will be different and each school/class needs to decide how they would like to format theirs