

## Student Supplies

- Map of the school
- Chart Paper
- Markers
- Copies of a list of students in the class

## Student Learning Materials

### Artifacts:

- *You Could be a Bully IF*
- *Top online location for Cyberbullying*
- *Think Win-Win*
- *Solution Evaluation Tool*
- *Presentation of Plan Justification*
- *Bullying Fact or Fiction*
- *Performance Assessment Task*
- *JAMmin Minute®*, *One Minute of Gym (OMOG)* and *One Minute of Zen (OMOZ)*

# Course 2: Student Leadership

## Module 5: Leadership in School

### Lesson 1: What You Can Do to Create a Bully-Free Environment

## Instructor Guide

### LESSON 1:

#### What Can You Do to Help Create a Bully-Free Environment

##### Why This Lesson Is Important

You will put to work all of your skills and strategies to brainstorm and create scenarios that tear down barriers and build positive environments wherever you go. You will combine these strategies with your leadership skills to develop a presentation to share with school administrators and community members to show them how they can assist. You can be the best student possible but you won't excel in your studies unless you are in a safe learning environment. In this learning plan, explore what it means to have a S.A.F.E. school:

##### S=SECURE.

**A=ACCOUNTABLE.** Bullies, bystanders and victims all have a role in school violence and student harassment. Become accountable for your actions and words.

**F=FACTS.** You can't solve problems you don't understand. Being better informed will make it easier to address the problem of an unsafe school.

**E=EMPATHY.** Better peer relationships come from understanding where the other person is coming from.

Use these elements to create a safer place to learn and grow, and use your leadership skills to ensure ALL students are in a safe learning community.

##### What you will DO in this Lesson

Develop a school-wide strategy to address bullying.

##### You will show that you have learned this skill by:

- working with others to developing a strategy to address bullying in your school
- using a 7-step problem solving process
- presenting your group solution to others

##### Your performance will be successful when your problem solving project includes an artifact that:

- identifies and defines a problem,
- gathers information about the problem's cause,
- presents potential solutions,
- evaluates potential solutions
- shows a selected criterion-based solution
- shows a plan of action, including resources necessary for implementation
- is implemented

##### Your presentation:

- includes participation of all group members
- clearly defines a goal
- outlines how team used the 7-step problem solving process
- clearly defines the proposed solution
- does not exceed 5 minutes in length

##### Your reflection:

- includes your new thoughts about cyberbullying
- uses proper spelling, grammar, and punctuation



Module 5

##### Things you'll learn along the way:

- Investigate causes and consequences of acts of disrespect.
- Identify impacts of bullying on individuals, students, and schools.
- Research the causes of bullying.
- Create a profile of a bully.
- Identify elements of a successful anti-bullying program.

##### Vocabulary

Bystander  
Discrimination  
Cyberbullying  
Ostracize  
Empathy  
Bribe  
Support  
Modus Operandi

### Linked Outcomes

#### Core Abilities

- Apply critical thinking skills
- Communicate well using spoken language, facial expressions, body language and written techniques
- Maintain successful personal relationships
- Take responsibility for your actions and choices

#### Linked Program Outcomes

- Activate strategies for personal success and a healthy lifestyle
- Establish yourself as a leader
- Think critically to solve problems and make decisions
- Serve as an active participant in your local, national, and world communities

#### Linked College and Career Readiness

##### Anchor Standards

- LA3D.1c
- LA5
- LA6
- SLA1.
- SLA2
- SLA3
- SLA4
- SLA6
- WA1
- WA3
- WA4
- WA5

#### Linked National PE (NASPE) Standards

- Standards 3, 5, and 6

Slide 1



**2 minutes**

PREPARE:

Familiarize yourself with the Part 1 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

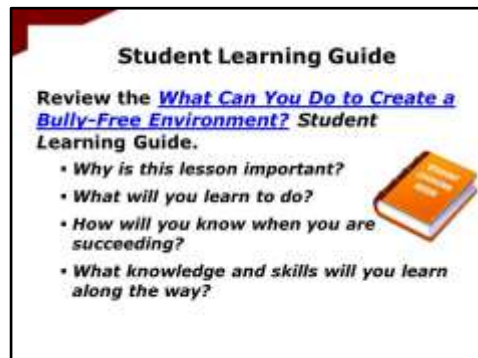
Prep handheld clickers for student use.

**GAME OPTION:** A new Game icon is located in the lower right-hand corner of the title slide. For complete instructions on how to incorporate the clicker game, go to the Instructor Resources / Clicker Game folder.

FACILITATE:

Review the lesson competency, objectives and performance standards with students.

Slide 2



\_\_\_\_ 1. Review the *What Can You Do to Create a Bully-Free Environment?* Student Learning Guide

**5 minutes**

PREPARE:

Initiate the Lesson Presentation. Familiarize yourself with the Part 1 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep automated student selector or choose another random selection method.

This lesson focuses on bullying. Additional resources can and should be used to teach this lesson. You can download a mini-guide for educators from [https://www.bullyfree.com/site/files/BullyFree\\_EducatorGuide.pdf](https://www.bullyfree.com/site/files/BullyFree_EducatorGuide.pdf) by Allan L. Beane, Ph.D., Free Spirit Publishing Inc., Minneapolis, MN, 2006. Also, *Warning Signs*, [www.search-institute.org/sites/.../Warning-Signs-Bullying-Behavior.pdf](http://www.search-institute.org/sites/.../Warning-Signs-Bullying-Behavior.pdf) is a reference for you to use if you suspect a student is being bullied or may be at risk for being bullied. The second, *Keeping Kids Bully Free: Tips for Parents*, <https://www.bullyfree.com/free-resources/tips-for-parents> is a resource you should consider referring to parents with tips if their son/daughter is a victim of bullying.

Slide 3

**Your S.A.F.E. School**

**S=SECURE.**

**A=ACCOUNTABLE.** Bullies, bystanders and victims all have a role in school violence and student harassment. Become accountable for your actions and words.

**F=FACTS.** You can't solve problems you don't understand. Being better informed will make it easier to address the problem of an unsafe school.

**E=EMPATHY.** Better peer relationships come from understanding where the other person is coming from.

Get ready to sound off!

“S” “A” “F” “E”!!

Slide 4

**Focusing Question**

*Bullying is a problem in our school.*

**A. Yes** 0

**B. No** 0

**C. Maybe. It depends on how you define a "bully"** 0

FACILITATE:

Review the Student Learning Guide. Ask students to review Why This Lesson is Important, the Lesson Competency (What you will DO in this lesson), Performance **Standards** (You will show you have learned this skill by), **Assessment** Tasks (Your performance will be successful when you), and **Learning Objectives** (Things you will learn along the way) with their partners.

Randomly select a few students to discuss what they are looking forward to learning in the lesson and why the lesson is important.

**5 minutes**

FACILITATE:

**REVIEW** the lesson overview. Ask students on one side of the room to call out the letter “S” – ask those on the other side of the room to call out “Secure” – perform this drill reversing sides of the room until students know what each letter means.

Randomly select students to read the definitions.

**TELL** students they will be collecting artifacts throughout this lesson to ensure a S.A.F.E. school.

**1 minute**

FACILITATE:


Have students respond to the following Focusing Question.

Slide 5

**Learning Activity**

*Some bystanders in bullying situations* \_\_\_\_\_.

- A. prod the bully to begin 0
- B. laugh and cheer 0
- C. join in 0
- ✓ D. all of the above 0



**5 minutes**

PREPARE:

Prep clickers for student use.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.


\_\_\_\_\_ 2. Check your understanding of the key words in this lesson.

Slide 6

**Learning Activity**

*A bystander in a bullying situation is* \_\_\_\_\_.

- ✓ A. one who watches bullying happen 0
- B. one who stands for long periods of time 0
- C. one who turns into the victim 0
- D. all of the above 0




Slide 7

**Learning Activity**

*Most bystanders* \_\_\_\_\_.

- A. passively accept bullying by watching and doing nothing 0
- B. contribute to the problem without realizing it 0
- C. provide the audience a bully craves 0
- ✓ D. all of the above 0




Slide 8

**Learning Activity**

*Cyberbullying is* \_\_\_\_\_.

- ✓ A. any use of technology to support hostile behavior intended to harm others 0
- B. a way to bully others using space materials 0
- C. a hyper way to act 0
- D. bullying by name calling 0



Slide 9

**Learning Activity**

*To \_\_\_\_\_ is to exclude or banish a person from a particular group, society, etc.*

A. orate	0
B. ostrich	0
✓ C. ostracize	0
D. exercise	0

\_\_\_\_\_ 🗑️ 🔄 🏠 📄

Slide 10

**Learning Activity**

*If you are able to put yourself in another's shoes, you have \_\_\_\_\_.*

A. big feet	0
✓ B. empathy	0
C. sympathy	0
D. all of the above	0

\_\_\_\_\_ 🗑️ 🔄 🏠 📄

Slide 11

**Learning Activity**

*To bribe is to \_\_\_\_\_.*

A. direct	0
B. support	0
✓ C. persuade	0
D. threaten	0

\_\_\_\_\_ 🗑️ 🔄 🏠 📄

Slide 12

**Learning Activity**

*To give aid or courage to is to \_\_\_\_\_.*

A. direct	0
✓ B. support	0
C. participate	0
D. delegate	0

\_\_\_\_\_ 🗑️ 🔄 🏠 📄

Slide 13

**Learning Activity**

*Modus Operandi is \_\_\_\_\_.*

✓ A. a particular way of doing something	0
B. an operation	0
C. a model student	0
D. a Latin strategy	0

\_\_\_\_\_ 🗑️ 🔄 🏠 📄



\_\_\_\_\_3. COUNT off by seven until everyone in the class has a number. If you have a number "1," STAND up. This is a visual representation of a statistic--1 in every 7 or 14% of middle school students is either a bully or a victim. That means that if it is not you, then it is most likely someone you know. If you are standing, SIT down.

GET into groups. What do you think are the causes of bullying? CREATE a fishbone diagram explore what you think are the different elements that cause bullying. PARTICIPATE in a class discussion.

### 10 Minutes

#### FACILITATE:

Have students participate in the activity to illustrate how many students are bullies or being bullied (1 in 7 from <http://www.bullyingstatistics.org/content/bullying-statistics-2010.html>). Ask them to count off by seven and then all those with #1 stand up. Ask them what that means.

Give students 5-6 minutes to work on the fishbone to diagram potential causes of bullying.

Have groups report out. Document what they say on a "master" fishbone using the Mobi or on the white/blackboard.

**Reasons for Bullying** (<http://www.bullyingstatistics.org/content/bullying-stories.html>)

"There are many reasons teens choose to bully one another. Many teens are bullied themselves and turn on other teens to help feel better about themselves. Other teens like the feeling of power and respect they get when they become a bully. Some teens and even children who bully are simply ignorant and close minded. These are very unfortunate situations that need to be stopped before more tragic situations of bullycide and other devastating emotional effects occur....Teens are often bullied for ... their sexual preference, gender, religious affiliation, socio-economic background, intelligence, disabilities, talents, interests and so much more."

You may want to point out how "talents and gifts" are reasons some students bully.



Slides  
15-19

## Bullying Fact or Fiction

1. *Bullying is more than just teasing.*

- ✓ ◦ A. Fact
- B. Fiction

**FACT.** Although teasing is the most common form, physical abuse (boys) and social ostracism (girls) are close seconds.

\_\_\_\_\_ 4. PARTICIPATE in the online quiz presented by your Instructor, *Bullying: Fact or Fiction?*

**8 minutes**

### FACILITATE:

Have students take the: *Fact or Fiction?* quiz to test their preconceptions of bullying.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

See answers below and on the *Fact or Fiction? answer key*

1. **FACT.** Although teasing is the most common form, physical abuse (boys) and social ostracism (girls) are close seconds.
2. **FICTION.** Bullying has been around for a long time, documented as early as an 1850s novel, Tom Brown's Schooldays.
3. **FICTION.** Bullies are rarely socially isolated and report having an easier time making friends. They usually have a small group of friends who support or encourage the bullying
4. **FICTION.** The patterns of behavior can starts as early as age two—the older the child becomes, the more difficult change will be.
5. **FACT.** They also lack empathy and tend to be impulsive, hot-headed and dominant. Boys who bully tend to be physically stronger than other students.

Slides  
20-24

**Bullying Fact or Fiction**

6. *Schools are responsible for protecting students from bullying.*

A. Fact

B. Fiction

**FACT.** Although they are not solely responsible, schools are obligated to provide a "safe and drug free" learning environment.

So what did you learn? REVIEW your group's fishbone and the class's fishbone. CROSS OUT any misconceptions you wrote down that turned out to be myths. CIRCLE items you wrote down that were listed as facts in the quiz. KEEP this fishbone diagram for reference later.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

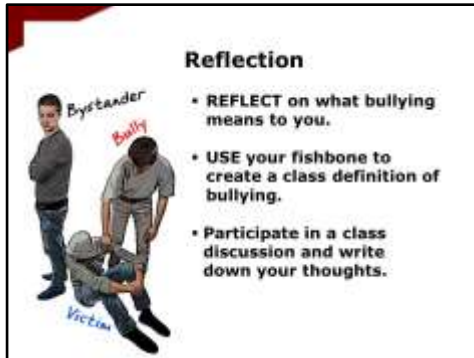
#### Bullying Fact or Fiction Cont'd

6. **FACT.** Although they are not solely responsible, schools are obligated to provide a "safe and drug free" learning environment.
7. **FACT.** Middle school boys who are bullies are four times more likely than their peers to have a criminal conviction by age 24. Boys and girls who are bullies are also more likely steal, get into fights, vandalize property, drink alcohol, skip school, drop out of school and carry a weapon.
8. **FACT.** Home and school environments play a large role
9. **FICTION.** Most research indicates that bullies have average, or above average, self-esteem. For this reason, bullying interventions that focus on building self-esteem are ineffective.
10. **Both FACT and FICTION.** Some bullies might go away. Since most bullies are looking for a reaction—proof of their power—other bullies could get angry and frustrated; those bullies will keep at it until they get a reaction.

Have students revise their fishbone based on what they learned from the exercise.



Slide 25



**Reflection**

- REFLECT on what bullying means to you.
- USE your fishbone to create a class definition of bullying.
- Participate in a class discussion and write down your thoughts.

Labels in illustration: Bully, Bystander, Victim

\_\_\_\_ 5. USE your fishbone information to CREATE a class definition of bullying. INCLUDE the conditions needed for bullying to persist. WRITE the final class definition here:

Slide 26



**Learning Activity**

Review the definition of cyberbullying.  
Discuss instances of cyberbullying you have experienced or heard about.

Is cyberbullying as bad as face-to-face bullying?  
Is it a crime? Think about it.

\_\_\_\_ 6. Bullying is not just something that happens when you are face-to-face with an aggressor. Many times, especially in middle school, bullying happens online in the form of “cyberbullying.” Bill Belsey provides a good working definition of cyberbullying: “Any use of information and

**5 Minutes**

FACILITATE:

Allow students 3 to 5 minutes to write out their reflections on what bullying means to them.

Tell students to work together to form a class definition for “bullying”—they will need this later in the lesson.

A note on creating the definition: This problem may be broader than students think. Many experts believe there are three components to bullying:

- Intent to harm (physically or emotionally)
- Intimidating behaviors over time (not a single negative action)
- Imbalance of power between victim and perpetrator. (can be a person or group)

If possible, keep a copy of the class “Master” fishbone for reference later.

**2 Minutes**

FACILITATE:

ASK students to think about the difference between cyberbullying and face-to-face bullying – let them know you will discuss it more detail later.

communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.” Discuss instances of cyberbullying you have experienced or heard about. Is cyberbullying as bad as face-to-face bullying? Is it a crime? Think about it....

Slide 27

**Reinforcing Question**

*According to the Student Learning Guide, what percentage of middle school students are either a bully or a victim of bullying?*

A. 50%	0
B. 25%	0
✓ C. 14%	0
D. 5%	0

**1 Minute**

FACILITATE:

Discuss the Reinforcing questions.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 28

**Reinforcing Question**


*According to this lesson's overview statement what four words define a S.A.F.E. school?*

A. Sure, Accountable, Fun, Exciting	0
✓ B. Secure, Accountable, Facts, Empathy	0
C. Sanitary, Applicable, Free, Exciting	0
D. Secure, Accountable, Free, Empathy	0

Slide 29

**One Minute of Zen**

As you breathe, reflect on what bullying means to you.



Slide 30



**2 minutes**

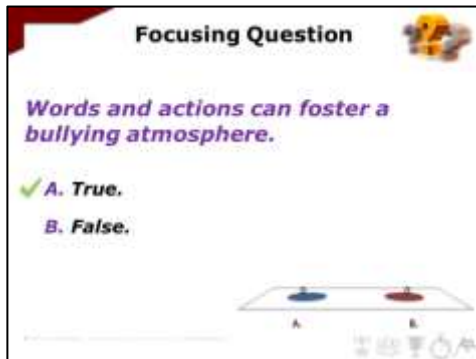
PREPARE:

Familiarize yourself with the Part 2 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep handheld clickers for student use.

**GAME OPTION:** A new Game icon is located in the lower right-hand corner of the title slide. For complete instructions on how to incorporate the clicker game, go to the Instructor Resources / Clicker Game folder.

Slide 31




**1 minute**

FACILITATE:

Have students respond to the Focusing Questions.


**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 32


**Focusing Question** 

*Bullying can occur physically, emotionally, and online.*

✓ A. True.  
B. False.




Slide 33

**Focusing Question** 

*Bad feelings can foster a bullying atmosphere.*

✓ A. True.  
B. False.



Slide 34

**Learning Activity** 

Discuss the labels “victim” and “bully.”

Consider how bullying occurs physically.

Consider how bullying occurs emotionally.

Consider how bullying occurs online.



**Habit 5: Seek First to Understand, Then To Be Understood**

Bullies can be distracting, disruptive, annoying, frustrating, and even scary at times. Bullies are often bullied themselves and don't know other ways to behave. EXPLORE the feelings bullies have that make them act the way they do. You may have more in common with bullies than you think!

\_\_\_\_ 1. Remember labels? THINK about the labels, *bully* and *victim*. What images

**8 Minutes**

PREPARE:

Look up types of bullying on the internet sites listed below so you can confirm and expand on group answers.

FACILITATE:

Divide the class into groups and give each group one minute to describe what images and characteristics the labels “bully” and “victim” conjure up. Then give them three minutes to discuss how bullying occurs. Divide the types of bullying among the groups: Group 1 – physically, Group 2 - emotionally, or Group 3 - online. In larger classes the types of bullying will be covered by more than one group. Ask the groups to report out their answers of the characteristics of a bully and victim and their group assignment of the type of bullying (of course make any adjustments to the descriptions that may be necessary).

This source will be helpful if you need additional information:

Physical Bullying:

<http://www.bullyingstatistics.org/content/physical-bullying.html>

Emotional Bullying:

<http://www.bullyingstatistics.org/content/verbal-bullying.html>

and characteristics do they conjure up? DISCUSS your ideas for 1 minute with your group. Then for three more minutes describe how bullying occurs. Your instructor will require each group to either discuss physical, emotional, or online bullying. REPORT out your thoughts and then PARTICIPATE in a brief classroom discussion.

Cyber (or online) bullying:  
<http://www.bullyingstatistics.org/content/cyber-bullying.html>

Slide 35

**Learning Activity**

**Explore the feelings that bullies have that make them act the way they do.**

"Everything can be taken from us but one thing, which is the last of the human freedoms--to choose one's attitude in any given set of circumstances, to choose one's own way."  
- Viktor Frankl

"Everything can be taken from us but one thing, which is the last of the human freedoms--to choose one's attitude in any given set of circumstances, to choose one's own way." ~ Viktor Frankl

2. COMPLETE the *You Could be a Bully IF Worksheet* and ASSESS your behaviors. You may have more in common with bullies than you think!

## 2 Minutes

### PREPARE:

Review the *You Could be a Bully IF Worksheet*.

### FACILITATE:

Read through the directions with the students and select the handout, *You Could be a Bully IF Worksheet*.

This Worksheet will allow teachers to poll students of various aspects that contribute to bullying behavior. It is **critical** that you use clickers or other strategies to poll students as a class without individually identifying them for this exercise.

Extension: Share this Worksheet and the class definition of bullying with the grade-level English teacher and discuss ways to incorporate these concepts /documents into literary discussions. Can students identify villains, or antagonists, who are really "bullies" in their literature and possible motivations for their actions? (Examples: Jack Frost from *The Graveyard Book* , Bill Sikes from *Oliver Twist* or Draco Malfoy from the *Harry Potter* series.) Alternatively or in addition discuss the bullying behavior of Terrell from previous lessons.

Slide 36

**Learning Activity**

Complete the [\*You Could Be a Bully IF\*](#) assessment.



**8 minutes**

**FACILITATE:**

Have students answer the questions using the Student Response System. If you do not have that technology in your classroom, either provide copies of the questions to them or display the pdf and ask students to number a piece of paper and answer the questions from the displayed pdf. You will need manually compile the data from the worksheets to get a picture of the answers from the class.


Slide 37

**Learning Activity**

Does it seem like people expect too much from you?

- A. *all of the time*
- B. *most of the time*
- C. *some of the time*
- D. *never*

• REFLECT on what you may have in common with bullies.



**3 Minutes**

**FACILITATE:**

ASK students to reflect on their answers and what they may have in common with bullies.

\_\_\_\_\_3. REFLECT on what you may have in common with bullies.

Slide 38



\_\_\_\_ 4. In your groups. USE a Venn diagram to COMPARE and CONTRAST bully and leader words.

### 8 Minutes

#### FACILITATE:

Monitor as students complete Venn diagram comparing and contrasting bullying to leadership. Allow them 5 minutes to develop their diagram. Allow them to quickly share some of their results. For example:

Leader Words: You are doing a good job, fast, sharp, responsible

Bully Words: You are ugly, slow, short, fat, etc.

Compare: both

I feel strong, important, capable

I have expectations, goals

Make the point when the words are alike they mean something different e.g. leaders feel strong because they work hard to improve their strengths, bullies feel strong because they can overpower others; leaders feel important because they have responsible positions, bullies feel important because they are getting their way. FACILITATE a discussion about the differences.

Slide 39



\_\_\_\_ 5. Think about what this statement means, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

~ Maya Angelou

### 4 Minutes

#### FACILITATE:

Have students work in pairs to discuss how bullying actions are meant to be hurtful and can make you feel bad – but you can control how you feel and you can make a commitment to make sure you are not someone who tries to make others feel bad.



Recall instances in your experience where someone may have made you feel bad or good and how you have not forgotten it.

\_\_\_\_ 6. How does this statement relate to bullying? Is it what people say or do or how you feel about what they say or do?

Slide 40



\_\_\_\_ 7. COMPLETE the *Anti-Bully Buzz Words* worksheet. Once your instructor has compiled class results, DISCUSS as a class what these results say about the safety and level of respect at your school.

### 8 Minutes

#### PREPARE:

Make copies of the *Anti-Bully Buzz Words* worksheet, one for each student.

#### FACILITATE:

If you have clickers have students answer the *Anti-Bully Buzz Words* questions in the slides that follow so you can compile their responses. If you do not have clickers allow students time to complete the *Anti-Bully Buzz Words* worksheet. Then, ask them to pass their worksheets in without their names on them so you can compile the class results. This is an anonymous exercise. You may choose to follow up with the students as a class depending on their responses.

**It is critical that the questions allow for anonymous responses.** Have students examine the resulting answers to identify the positive and negative behaviors at your school and what these results tell them about the level of safety they feel while at school. Save these data for later analysis.

Slide 41



\_\_\_\_ 8. PARTICIPATE in a class demonstration that ILLUSTRATES the lasting effect of words and actions.

Hurtful words and actions not only inflict lasting harm on victims, but they actual self-harm bullies. In a 2009 report, Harvard Medical School found that victims of chronic childhood bullying are more likely to develop depression or think about suicide as adults compared with those who weren't bullied, while former bullies are more likely to be convicted of criminal charges. But it goes beyond that.

When you become an adult, you will forget many things about elementary and middle school—even teacher and classmate names—but most adults remember their experiences with bullying. Most adults easily remember a specific bullying incident from their past. If they were the victim, they remember the panic, the sick feeling, wondering why no one was helping. If they were the bully, they remember the feeling of power and perhaps the shame for what they did to others. Some were bystanders. They remember the anxiety of not wanting to be the next target and often guilt for failure to intervene, even though they didn't know how.


**5 minutes**

**FACILITATE:**

Get out a sheet of clean, smooth paper. Tell the students that you are going to demonstrate something to them. Ask them to tell you something hurtful that they might say to another student. When you get a response, crumple a corner of the paper. Ask for more mean comments and with each comment, crumple another section of the paper. Continue this until the paper is reduced to its smallest possible ball. Now ask for a student volunteer to try to smooth out the paper. Challenge the volunteer to do everything possible (with two hands) to return it to its original state.

Ask students how this relates to bullying.


Slide 42

**Reinforcing Question** 

*Bullying is often a result of thinking circumstances are beyond our control.*

*According to Viktor Frankl, a Holocaust survivor, what is the one thing we can control, that cannot be taken from us?*

- A. Who you pick on 0
- B. Negative feedback you get 0
- ✓ C. Your attitude 0
- D. Who picks on you 0



**.5 minute**


**FACILITATE:**

Have students respond to the following Reinforcing Questions.

Check your understanding with a reinforcing question. We can also learn to control how we feel and we can be a person who makes a point of making others feel good.


**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.


Slide 43

**Reinforcing Question** 

*Technology can be used as a bullying tool.*

- ✓ A. True
- B. False





Slide 44

**One Minute of Gym**  
or  
**JAMmin' Minute®**



Slide 45



**2 minutes**

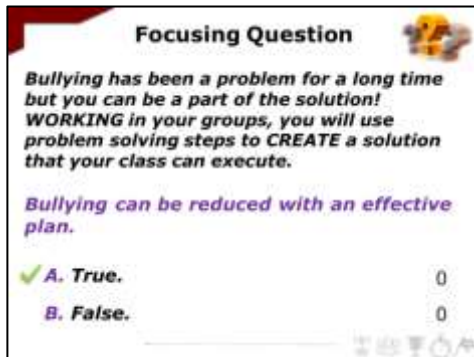
PREPARE:

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Slide 46



**2 minutes**

FACILITATE:

Read through the text with the students. Have students respond to the following Focusing Questions.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

\_\_\_\_\_1. Bullying has been a problem for a long time but you can be a part of the solution! WORKING in your groups, you will use problem- solving steps to CREATE a solution that your class can execute.

Slide 47

**Focusing Question**

*Before you can solve a problem you must first identify and define the problem.*

✓ **A. True.**  
**B. False.**

A. B.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 48

**Learning Activity**

**There are SEVEN steps used to solve problems:**

- 1. IDENTIFY and DEFINE the problem.** *What is the problem?*
- 2. GATHER information.** *What is the cause the problem? Is there more than one cause?*
- 3. BRAINSTORM potential solutions.** *Keep an open mind.*
- 4. EVALUATE potential solutions.** *What are the pros and cons of each solution? What about potential consequences?*
- 5. SELECT a solution.** *Which best meets your criteria for a solution?*
- 6. MAKE a plan of action.** *What resources do you need to implement your solution?*
- 7. IMPLEMENT your plan.** *Did you achieve your goal? What adjustments do you need to make?*

**2 minutes**

FACILITATE:

Ask students to refer to their SLGs and read with you through the problem solving steps.

\_\_\_\_ 1. (cont). There are SEVEN steps used to solve problems:

- 1) IDENTIFY and DEFINE the problem.  
*What is the problem?*
- 2) GATHER information. *What is the cause the problem? Is there more than one cause?*
- 3) BRAINSTORM potential solutions.  
*Keep an open mind.*
- 4) EVALUATE potential solutions.  
*What are the pros and cons of each solution? What about potential consequences?*

- 5) **SELECT** a solution. *Which best meets your criteria for a solution?*
- 6) **MAKE** a plan of action. *What resources do you need to implement your solution?*
- 7) **IMPLEMENT** your plan. *Did you achieve your goal? What adjustments do you need to make?*

You'll begin to use these steps for your lesson assessment. Refer to the *S.A.F.E. School Solution Performance Assessment Task's Scoring Guide* for criteria that pertains to the 7-Steps of Problem Solving.

Let's get started!

Slide 49



The slide is titled "Learning Activity" and contains the following text:

- **STEP ONE: IDENTIFY AND DEFINE THE PROBLEM.**
  - **CREATE** a working definition of bullying.
  - **SIMPLIFY** your definition into a tweet.

At the bottom of the slide, there is a graphic with a blue hashtag "# bully" and a Twitter logo.

**10 Minutes**

PREPARE:

Have the previous class definition of bullying ready.

FACILITATE:

If you are running behind schedule with the class curriculum, or if you suspect students will need more time to complete the SEVEN problem-solving steps, you can opt to have them do the first step as a class.

\_\_\_\_\_2. Seek First To Understand, Then To Be Understood

STEP ONE: IDENTIFY and DEFINE the problem.

In your group, CREATE a working definition of bullying. REFER to the definition you created earlier and your fishbone graphic. Is the definition complete? Does it address the following:

- What does it look like?
- Who is involved?
- When does it occur?

REVISE the class definition so that all group members agree to it. CORRECT any spelling, punctuation and grammar errors. WRITE your revision here.

Finally, simplify your final definition into twitter version that is 140 characters or less, including spaces and punctuation. WRITE that here.

This is the first artifact (You Could be a Bully IF) for your *S.A.F.E School Solution Performance Assessment Task*.

Slide 50

**Learning Activity**

**STEP TWO: GATHER INFORMATION**

- > IDENTIFY bullying hot spots in your school.
- > CREATE a list of online social websites known for being targets of cyberbullying.
- > RANK your list from those with highest frequency of cyberbullying to lowest.

Top Online Locations For Cyberbullying

MOBI

DANGER

DANGER BULLYING AHEAD

STOP

\_\_\_\_ 3. STEP TWO: GATHER information. In your group, USE the map of the school

**15 Minutes**

PREPARE:

You will need a map of the school. Make enough copies so that each group has a copy.

If possible, obtain any office disciplinary records that summarize types of behavioral incidences, number of occurrences, dates, locations, etc. Obviously do not use any identifying information.

Have markers or crayons ready for students if they choose to color code school trouble spots on the map (For example, blue circles signify little or no supervision, or they may want to ID safe spots as well and use colors green (safe), yellow (trouble spots) and red



you are given to identify school bullying/violence “hot spots”—where and how bullying occurs. If possible, get records from the office on where school bullying/violence have occurred in and around the school grounds. Refer back to your *Anti-Bully Buzz Words* worksheet if that helps paint a more complete picture.

In addition, create a list of online social websites that have been known places for cyberbullying. Rank those sites from the one students are most likely to experience cyberbullying to the one that there is the least amount of cyberbullying:

**TOP ONLINE LOCATION FOR CYBERBULLYING:**

2. 3. 4. 5.

This is the second artifact (Top online location for cyberbullying) for your *S.A.F.E School Solution Performance Assessment*

(dangerous places).

Have ready the results from the *Anti-Bully Buzz Words* worksheet results so that students can consider this while gathering information (provide a summary from either the electronic or by hand entries).

**FACILITATE:**

If you are running behind schedule with the class curriculum, or if you suspect students will need more time to complete the SEVEN problem-solving steps, you can opt to have them do the second step as a class.

**EXTENSION:** Have students compile their results into one Master class bullying map of the school and online cyberbullying list. Invite a school administrator and have the students make a formal presentation of their artifact.

Slide 51

**Learning Activity** Groups of Four

**STEP THREE: BRAINSTORM POTENTIAL SOLUTIONS.**

➤ Think:

- Lose/Win – I am a martyr.
- Win/Lose – I am a bully.
- Lose/Lose – Nobody wins. (mutual self-destruction)
- W.W.O.N.D.A. – Win/Win or No Deal Always (David Foster)

Think Win-Win 

**10 Minutes**

**FACILITATE:**

Allow 3 minutes for each group to write out one of the scenarios of a solution that illustrate one of the four actions.

Ask each group to present its solution based on the scenario assigned (4 minutes)

As a class, decide which one is the best solution and discuss why.

**Think Win-Win**

\_\_\_\_\_ 4. STEP THREE: BRAINSTORM these potential solutions.

Lose/Win = I am a Martyr

Win/Lose = I am a bully

Lose/Lose = Mutual self destruction

W.W.O.N.D.A. = Win-Win or No Deal

Always – David Foster

\_\_\_\_\_ is the best solution


because: \_\_\_\_\_.

This is the third artifact (Think Win Win) for your *S.A.F.E School Solution Performance Assessment Task*.

Slide 52

**Reflection: Be Proactive**

- Reflect on how you can be a part of the solution to bullying.



\_\_\_\_ 5. WRITE out your reflection on what you can do to make a positive difference to combat bullying.

**4 Minutes**

FACILITATE:

Allow students 3 minutes to write out their reflections on the personal steps they could take to end bullying.

In case a student needs an example or two:

- Be a friend to or support new students
- Exhibit a zero tolerance to ethnic, gay, appearance, etc., bashing
- Educate victims on how to respond (avoid the bully, stay around friends/adults, refrain from emotional reaction, report incidences)
- Encourage bystanders to be friends to the victims. If you cannot get directly involved, walk away and report. [If you stay at the scene, and stay quiet, you can be considered one of the perpetrators.]

**3 minutes**

FACILITATE:


Read through the text with the students.

Slide 53

**Reinforcing Question**

*A common problem solving strategy uses \_\_\_\_\_ to make a decision and implement a plan of action.*

- A. strong leadership 0
- ✓ B. seven steps 0
- C. extra homework 0
- D. none of the above 0




**1 minute**

FACILITATE:

Allow **1 Minute** to respond to all Reinforcing questions


**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 54

**Reinforcing Question** 


*The 2nd Step of the Problem Solving Process is to:*

- A. Identify and define the problem 0
- B. Give the problem a name 0
- C. Make a decision about the solution 0
- ✓ D. Gather information about the problem 0




**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 55

**Reinforcing Question** 

*The 3rd Step of the Problem Solving Process is to:*


- A. Identify and define the problem 0
- ✓ B. Brainstorm potential solutions 0
- C. Evaluate potential solutions 0
- D. Gather information about the problem 0



**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 56

**One Minute of Zen**



As you breathe, reflect on how you make a positive difference in someone else's life through the words you use and your knowledge of problem solving.

Slide 57



**2 minutes**

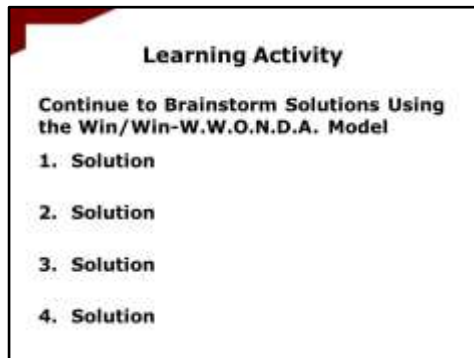
**PREPARE:**

Familiarize yourself with the Part 4 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep handheld clickers for student use.

**GAME OPTION:** A new Game icon is located in the lower right-hand corner of the title slide. For complete instructions on how to incorporate the clicker game, go to the Instructor Resources / Clicker Game folder.

Slide 58



**10 Minutes**

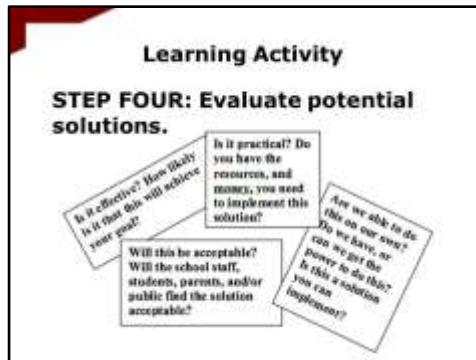
**FACILITATE:**

Read through the directions with the students.

Give students 5-6 minutes to work on their proposed solutions

Have groups report out and narrow the solutions to 4.

\_\_\_\_ 1. Continue BRAINSTORMING potential solutions by discussing them using the Win/Win-WONDA model. In groups make a list of 2 to 4 potential solutions to address potential or actual bullying in your school.



\_\_\_\_\_2. STEP FOUR: EVALUATE potential solutions. Each group will present solutions and as a class narrow the total collection of solutions to four. Evaluate them with the following chart.

(cont'd)

This is the fourth artifact for your *S.A.F.E School Solution Performance Assessment Task*.

SOLUTIONS:            1. 2. 3. 4.

\_\_\_\_\_3. CIRCLE the best response for each proposed solution.

### 10 Minutes

#### FACILITATE:

Some evaluation questions created by other schools or organizations are here:

- Create a bullying-reporting form and post a downloadable version on the school's website so parents and students can report anonymously
- An NJ school girl created her own initiative, "Students Against Being Bullied," composed of 2 designated texting systems: one a confidential reporting line, the other a support system ("Report and Support")
- Start a Kids Care Club (<http://www.kidscare.org/>)
- A 7<sup>th</sup> grade student started his own campaign, Operation RESPECT, encouraging students to model respectful behaviors
- Ask Facebook friends to change their status messages and post encouraging messages of support.

Refer to this list to help brainstorm if a group gets stuck but otherwise, this list is for reference only. Students should ultimately create and invest in their own solution:

Slide 60

CRITERIA	SOLUTION #1	SOLUTION #2	SOLUTION #3	SOLUTION #4
Is it effective? How likely is it that they will achieve your goal?	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.
Is it practical? Do you have the resources, and people, you need to implement this solution?	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.
Will this be accepted? Will the school staff, students, parents, and/or public, try the solution suggested?	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.
How are able to do this on our own? Do we have, or can we get the money to do this? Is this a solution you can implement?	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.	This will do the trick! It should help a lot! That sure they will get us there. Not really.

\_\_\_\_\_ 3. CIRCLE the best response for each proposed solution.

Slide 61



\_\_\_\_\_ 4. USE affirming words to show respect to your fellow classmates.

**FACILITATE:**

Circulate the room and challenge students to objectively evaluate each solution

**20 Minutes**

**PREPARE:**

Provide students copies of the class list. Be sure the list leaves spaces between each name. If you do not have copies project a numbered list of students in the class and ask them to copy down the names leaving a space between.

**FACILITATE:**

Tell students to think of the nicest thing they could say about each of their classmates and write it down next to that student's name. Ask them to be as neat as possible and to ask for help if they are unsure how to spell something. They must write one affirmation for each classmate. When they are finished, tell them to turn this in to you.

Create a separate document for each of student (the reason for the numbered list in order is to make this task easier for you). Compile the comments made about each student on that student's document; do not include any name or identifier of the comment's author. Print these out to hand back to the students by the end of this learning plan.



Slides 62

**Reinforcing Question**

*The 4th Step of the Problem Solving Process is to:*

- A. Identify and define the problem 0
- B. Give the problem a name 0
- ✓ C. Evaluate potential solutions 0
- D. Gather information about the problem 0

Slide 63

**Reinforcing Question**

*One way to show respect to classmates is to:*

- A. Create a cheer for them 0
- ✓ B. Use affirming words with them 0
- C. Write notes to them 0
- D. Do them a favor 0

Slide 64

**One Minute of Gym**  
OR  
**JAMmin' Minute®**

Slide 65

*Student LEADERSHIP*

**PART 5**

*Begin the Change*

**2 minutes**

PREPARE:

Familiarize yourself with the Part 5 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep handheld clickers for student use.

Slide 66

**Focusing Question**

*It really bothers me when I see a student \_\_\_\_\_ (describe a type of behavior) to another student.*

*It really bothers me when I see a student \_\_\_\_\_ (describe a type of behavior) to another student.*

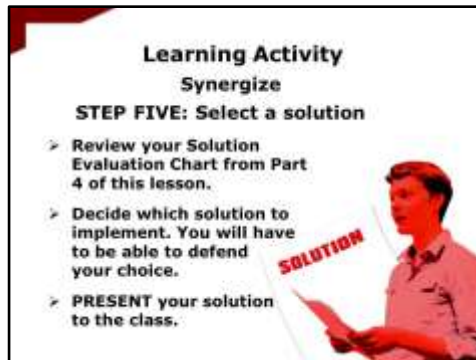
*It really bothers me when I see a student \_\_\_\_\_ (describe a type of behavior) to another student.*

**1 minute**

FACILITATE:

Have students respond to the following Focusing Question. Randomly collect a few responses.

This is an open-ended question.



1. STEP FIVE: SELECT a solution.  
REVIEW your *Solution Evaluation Chart*.  
If two solutions have the same rating,  
then the group must DECIDE which  
solution to implement. You will have to  
be able to defend your choice.

PRESENT your solution to class. Be sure  
to ADDRESS the following elements of  
you solution:

1. Effectiveness to address your goal
2. Its practicality
3. The potential for school/community acceptance
4. Your ability to implement it
5. Potential obstacles (cost, expertise, timeline, etc.)
6. How long it would take to put it in action

Your *Group Bullying Solution Presentation Performance Assessment Task* is the fifth artifact (Presentation of Plan Justification Part 6) for your *S.A.F.E School Solution Performance Assessment Task*.

## 40 Minutes


### FACILITATE:

Allow students 15 minutes to prepare for their presentations. Refer them to the *Group Bullying Solution Presentation Performance Assessment Task* and remind them that EVERY group member must help present information and that the presentation must be longer than two minutes and shorter than three.


Use the *Group Bullying Solution Presentation Performance Assessment Task* to evaluate each presentation. The *Group Bullying Solution Presentation Performance Assessment Task* should assess the following:


- Everyone in group presented
- Time limit—presentation is more than 2 and less than three minutes
- Presented a clear goal
- Clearly defined the proposed solution
- Addresses each element in assignment

Slide 68

**Reinforcing Question** 

*The 5th Step of the Problem Solving Process is to:*

 <b>A. Select a solution</b>	0
<b>B. Give the problem a name</b>	0
<b>C. Evaluate potential solutions</b>	0
<b>D. Gather information about the problem</b>	0



**.5 minute**


FACILITATE:

Have students respond to the following Reinforcing Question.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 69

**One Minute of Zen**



**ZEN**

As you breathe, think about which presentation would make the best solution to address bullying in your school.

Slide 70



**2 minutes**

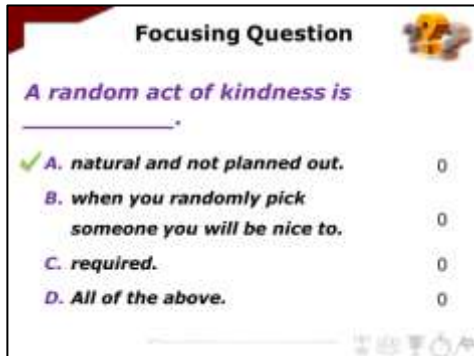
PREPARE:

Familiarize yourself with the Part 6 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep handheld clickers for student use.

**GAME OPTION:** A new Game icon is located in the lower right-hand corner of the title slide. For complete instructions on how to incorporate the clicker game, go to the Instructor Resources / Clicker Game folder.

Slide 71



**1 minute**

FACILITATE:

Have students respond to the following Focusing Question.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

**Learning Activity**  
Synergize

**STEP SIX: MAKE a plan of action**

- VOTE for the best solution presented!
- CREATE a class [Plan of Action](#) to address bullying.
- START your campaign! Consider an "inawareness" campaign to stress what's on the inside of a person (including yourself)



Presentation of Plan Justification 

\_\_\_\_\_1. Based on all group presentations, VOTE for your favorite solution. BASE your vote on the evaluation criteria and presentation content, and *not* just on the solution *you* worked on or the best group presentation

\_\_\_\_\_2. STEP SIX: MAKE a plan of action. As a class CREATE a plan of action by COMPLETING the *Plan of Action Worksheet*.

### 40 Minutes

#### FACILITATE:

Facilitate a class vote using clickers, with dots placed next to solutions listed in the Mobi/white/blackboard (visual survey), or by show of hands. Have students document the winning solution in their Student Learning Guides. Walk the students through the *Plan of Action Worksheet* and complete it as a class (there is one in their SLGs and one in the handouts – **it is not copied here**). This is a time to assign roles and responsibilities, especially if you/the class will opt to implement this solution. Be as concrete in the information to write down as possible—exact names of others outside of class who may play a role, exact costs of items, etc. **NOTE: Keep copies of these pages from the Student Learning Guide for reference—this process could help you and the class plan any group event or project over the course of the program.**

Read text with students. Ask students to share times when someone else did a random act of kindness for them (helped them clean up, find something that was lost, held the door open for them, etc.)

All artifacts should be completed for the *S.A.F.E School Solution Performance Assessment Task*. Assess students' work.

Slide 73

**Tonight's Assignment**

**PERFORM** a random act of kindness.  
Be prepared to **SHARE** what you did  
and how it made you feel.




\_\_\_\_\_3. For homework, **PERFORM** a random act of kindness. Be prepared to share your act in the next class.

Slide 74

**Reinforcing Question**

*Part of a Plan of Action is to determine:*

- A. Roles, Start and Due Dates, Steps** 0
- B. Roles, Reasons, Steps** 0
- C. Roles, Steps, Answers** 0
- D. Start and Due Dates, Roles, Reasons** 0



**2 minutes**

FACILITATE:

Have students respond to the following Reinforcing Questions.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.


Slide 75

**Reinforcing Question**

John is the selected team leader of a class project to determine what bullying issues there might be in the school. John gathers his team together to brainstorm where bullying might occur on the school grounds.

*What step in the Problem Solving model are John and his team working on?*

- A. Step 1: Identify and Define 0
- ✓ B. Step 2: Gather Information 0
- C. Step 3: Developing Courses of Action 0
- D. Step 4: Analyzing Courses of Action 0



**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.


Slide 76

**Reinforcing Question**

It's lunchtime at school and a group of your peers is teasing a student about his or her weight.

*What is your **BEST** option as a bystander?*

- A. Ignore the comments and don't rock the boat 0
- ✓ B. Gather some of your own friends to come along side and help the student to move away from the bully 0
- C. Throw something at the bully as a distraction 0
- D. Join in on the teasing 0



Slide 77

**Reinforcing Question**

*Social media can be a breeding ground for bullying others.*

- ✓ A. True 0
- B. False 0

A B





Slide 78



Slide 79



**2 minutes**


PREPARE:

Familiarize yourself with the Part 7 slides of the Lesson Presentation. Associate slides with the Student Learning Activities, allowing them to serve as a guide for you and your students.

Prep handheld clickers for student use.


**GAME OPTION:** A new Game icon is located in the lower right-hand corner of the title slide. For complete instructions on how to incorporate the clicker game, go to the Instructor Resources / Clicker Game folder.

Slide 80

**Focusing Question** 

*The last problem solving step is Step 7. This step is where you:*

- A. get approval for the plan. 0
- ✓ B. implement the plan. 0
- C. print the plan up. 0
- D. evaluate the plan 0



**1 minute**

FACILITATE:

Have students respond to the following Focusing Questions.


**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 81

**Focusing Question**

*You have the power to reduce bullying by refusing to watch.*

- ✓ A. True – bullies crave audiences and your example could help to take the audience away.
- B. False – one person will not be able to do anything so it is better to do nothing or you may be the next victim.



**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slide 82



\_\_\_\_1. So, what happened when you performed a random act of kindness? SHARE with the class what you did and how you felt after doing it.

**5 minutes**

FACILITATE:

Use clickers or other strategies to select random students to share what they did. After calling on three to four students, allow others a chance to volunteer to share. Limit discussion to 5 minutes.

Slide 83



\_\_\_\_2. WRITE out your reflection on what this proverb and the following quote mean to you:

"Promises may get friends but 'tis performances that keep them." Old proverb

"Bullying stops in less than 10 seconds and 57% of the time when peers intervene on behalf of others."

**3 Minutes**

FACILITATE:

Promises may get friends but 'tis performance that keeps them'  
Another way to say it is actions speak louder than words.

"Bullying stops in less than 10 seconds and 57% of the time when peers intervene on behalf of others."

The message is that even if it does not seem possible you can reduce bullying without endangering yourself if you know the strategies and act on them.

Slide 84



3. As a class READ the story, *Safety First!* Answer the questions and discuss your thoughts.

Slide 85



**15 Minutes**

FACILITATE:

Ensure all students understand the content. Either read the story or ask students to take turns reading it. ASK them to answer questions about each character in the slides that follow.

FACILITATE:

In the next series of slides lead a discussion on what happened in the story. Review Dr. Michele Borba's BUSTER Bystander Approach® and intertwine some of her points in the discussion if possible. Take extra time to ensure students have an opportunity to participate in the discussion. Be observant if any of the students might feel uncomfortable – they may need to talk to someone!

<http://micheleborba.com/blog/mobilizing-bystanders-to-stand-up-to-bullies/>

This approach is copyrighted so not printed here or in the SLG.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

Slides  
86-87

**Learning Activity**

*Who was not doing anything to help and why?*

A. Rob	0
B. Selena	0
C. Terrell	0
✓ D. LJ	0
✓ E. Lei	0
F. Ms. B	0



Navigation icons: back, forward, search, refresh, home, help.

FACILITATE:

Lei was not doing anything because he is a bit unbalanced as far as green Winning Colors® behaviors dominating – he is inward and will not say anything. LJ wrongly believes it is NOT okay to snitch no matter what.

Slide 88

**Learning Activity**

**In the story the bullying is at school and home (cyberbullying/texting).**

*Where else could it occur?*



**Bullying**

FACILITATE:

Continue to lead the discussion.

Slides  
89-90

**Learning Activity**

*Who was bullied and how?*

A. Rob	0
✓ B. Selena	0
C. Terrell	0
D. LJ	0
✓ E. Lei	0
F. Ms. B	0



0 0 0 0 0 0

Accessibility icons: a magnifying glass, a person in a wheelchair, and a person with a white cane.

**20 minutes**

**FACILITATE:**

You may also discuss why they were vulnerable and how bystanders Like LJ could have helped.

Michele Borba's BUSTER Bystander Approach® includes excellent strategies so if you have accessed and copied the strategies for students participate in the following activity:

Keep students in their groups (of four) and have them count off. Divide the text into four sections: Group 1: Steps 1 & 2; Group 2: steps "B" and "U"; Group 3: steps "S" and "T"; and Group 4: steps "E" and "R".

Have each group read the assigned section from the website and then report back to the class the key points and why this section is important. Groups will need two minutes to read and two minutes to report back.

### **Bullying Books on Bystanders**

*Confessions of a Former Bully*, by Trudy Ludwig. Tricycle Press

*Say Something*, by Peggy Moss Gardiner. Tilbury House

*Teammates*, by Peter Golenbock. Peter Golenbock

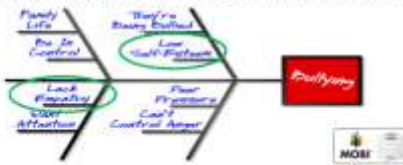
*The Bully Blockers Club*, by Teresa Bateman. Albert Whitman & Company

Slide 91

**Learning Activity**

Examine the fishbone diagram your group did at the beginning of this lesson.

Circle anything left that you have learned to be true during the course of this lesson.



4. Back to that Fishbone! EXAMINE the fishbone diagram your group did at the beginning of this lesson. CIRCLE anything left that you have learned to be true during the course of this lesson. Are there any items left that are not circled or eliminated? Take a minute to INFORM your instructor.

**5 Minutes**

PREPARE:

Provide the original class Fishbone diagrams.

FACILITATE:


Allow students time to discuss what they have learned and to circle those items. Help students with any items not circled.

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**Reinforcing Question**

There are many types of bullying such as verbal, physical, emotional, sexual, and cyber.

✓ A. True  
B. False



**.5 minutes**

FACILITATE:

Have students respond to the following Focusing Question.

**GAME OPTION:** New game icons are located in the lower right-hand corner of question slides with a correct answer. For an explanation of each icon, go to the Instructor Resources / Clicker Game folder.

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**Learning Activity**  
**STEP SEVEN: Implement your plan.**

- > **DISCUSS** the steps required to implement your plan.
- > **UPDATE** your Personal Success Portfolio with all artifacts required in the *S.A.F.E. School Solution Performance Assessment Task*.



\_\_\_\_\_ 5. STEP SEVEN: IMPLEMENT your plan. IMPLEMENT your solution by following your *Plan of Action Worksheet*.

**15 Minutes**

**FACILITATE:**

Ensure students have all of the required artifacts and are ready to implement their plan.

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Task	Points
1. problem-solving project includes an individual student's personal solution	100
2. problem-solving project includes an individual student's personal solution	100
3. problem-solving project includes an individual student's personal solution	100
4. problem-solving project includes an individual student's personal solution	100
5. problem-solving project includes an individual student's personal solution	100
6. problem-solving project includes an individual student's personal solution	100
7. problem-solving project includes an individual student's personal solution	100
8. problem-solving project includes an individual student's personal solution	100

**S.A.F.E. School Solution Performance Assessment Task**

**Directions:** The graded assessment for this lesson is to work as a group to develop a strategy to address bullying in your school. You will use a 7-step problem-solving model to help develop a solid solution for bullying. There are seven required parts to this group project and details for each part are outlined throughout the learning activities in your Student Learning Guide. They are:

1. Identify and define the bullying problem at your school.
2. Gather information about cyberbullying.
3. Brainstorm potential solutions.
4. Evaluate the potential solutions your group agreed upon.
5. Present your selected solution.
6. Develop a plan of action for the selected solution
7. Prepare to implement the plan of action at your school.
8. Provide a reflection on your 'fast' from technology.

**Target Course Competencies:**


C2M5L1: Develop a strategy to address bullying



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**FRIDAY GAME**

What one characteristic or superhuman ability would you like to have that you think would make you "bully free"?



**9 minutes**


**FACILITATE:**

If time permits play the Friday Game.

Ask students, What one characteristic or superhuman ability would you like to have that you think would make you "bully free"?

Slide 96

One Minute of Gym  
or  
**JAMmin' Minute®**



## C2M5L1 Linked Outcomes

### Linked College and Career Readiness Anchor Standards

LA3D.1c Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)

LA5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

SLA1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SLA2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

SLA3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SLA4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SLA6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

WA1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WA3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.

WA4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WA5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Linked PE (NASPE) Standards

Standard 3: Participates regularly in physical activity.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction