

Day of Kindness

Middle School Anti-Bullying Lesson

April 7, 2004

Title: Preventing Bullying at School – What are you going to do about it?
(This lesson was compiled in part by the Anti-Bullying Committee at Denman Middle School.)

Goal: Create/improve the school climate of all SFUSD school sites.

Objectives: By the end of the session, the student will

- be able to define bullying;
- be able to identify bullying behaviors;
- share information about and become more aware of bullying behavior and its effects;
- better appreciate how their school is committed to putting an end to bullying.

Time: 50-55 minutes, one class period

Materials and equipment: Pencil/pen, worksheets (use chalkboard or flipchart if available)

Procedure

Anticipatory Set: (5-10 minutes)

- Ground Rules Review: (either use those attached or reinforce your own)
- Brainstorm school site examples of bullying.
Teachers place their students in small groups for 5 minutes to list as many examples as they can, and then record student ideas on board – at least one example from each group.
- Review definition of bullying:
“Bullying is an act of violence. It is intentional, repeated hurtful acts, words or other behaviors committed by one or more persons against another in an obvious or subtle way.”
Students may need to review what a “subtle” versus “obvious” form of bullying may be, e.g. direct teasing versus isolating an individual from joining in.

Activities:

1. Review with the class the four forms of bullying listed on the other side of the page. **(5 minutes).**

A. Physical	B. Reactive	C. Verbal	D. Relational
<ul style="list-style-type: none"> - Hitting, pushing, kicking other students - Taking or damaging someone's property - Assault - Sexual Assault 	<ul style="list-style-type: none"> - A student who has been repeatedly bullied turns around and becomes a bully, hurting others the way they have been hurt 	<ul style="list-style-type: none"> - Using words to hurt or humiliate another student - Menacing or terrorist threats - Sexual harassment 	<ul style="list-style-type: none"> - Trying to convince peers to exclude or reject another student - Cutting a student off from social connections/friends

Key points for discussion (10 min.)

- Review the seriousness of the various bullying forms listed above. Which have greater consequences for all persons involved? (Assault, sexual assault and other forms of physical contact have greater consequences, which may include police intervention.)
- Use student examples of bullying from first activity and label them "Physical," "Reactive," "Verbal", and "Relational." Some examples may fall into more than one category.

2. Bullying Scenarios Quiz (15 minutes)

- Have students review the bullying scenarios. (See attached.) They should determine if the example is bullying and if so, check the form of bullying.
NOTE: *Each example provided in the worksheet is a form of bullying.*
- Once students have had an opportunity to review the scenarios individually, have students vote which scenario is bullying by raising their hands.
- After each vote ask a student to identify which type of bullying is illustrated. If for any scenario a majority of students think it is not bullying, review how it is. Some examples may fall into more than one category.

Closure/ Wrap Up:

Brainstorm a Safety Plan (15 min.) May continue for homework

- See attached "Brainstorm a Safety Plan."
- Review questions for clarification with the class.
- Students answer questions individually, either in class or for homework. Students should have an opportunity to share their answers with a partner or in small groups. Allow a few students to share their answers with the class.
- Review Ally Pledge with class. See attached.

Reminder: *Second Step Violence Prevention Curriculum is available at all middle school sites. Contact your Health Liaison or Middle School Coordinator.*

Scenario 1

A student walks up to the front of the beanery line and says “I’m getting in front of you” and cuts in front of other students who have been waiting in line.

Scenario 2

A group of girls plays double dutch at lunch. Another student wants to join in but is denied every day. She begins screaming at the girls.

Scenario 3

One student writes a rude note in class about another student’s body. The letter is passed on to several other students who read it, laugh, and pass it on. Eventually it is passed to the person it is written about.

Scenario 4

A group of girls decide one day that another girl in their group will no longer be their friend. They don’t explain anything to that girl, but they make it really obvious that they don’t want her around by ignoring her, writing mean notes about her, or teasing her.

Scenario 5

In P.E. class, after clear instructions to throw the ball below waist level, a student throws the ball at other kids’ heads on purpose.

Scenario 6

Two students who are friends always greet each other with “Hey, fag.” They don’t take offense, but there are other kids standing around when they do this.

Scenario 7

Every day in class one student walks by the desk of another student and takes his pencil off the desk. Each time the student tells the teacher, the first student denies that he took the pencil.

Scenario 8

A student has been called “gay” and “fag” and “girl” on several occasions by other students. After weeks of this, he starts using these terms to describe other students.

Scenario 9

Two friends are walking in the hall together. One sees a student he picks on regularly and stops and pushes that student against the lockers and holds him there. The friend kind of laughs and just stands there until his friend is finished and ready to go to class.

Scenario 10

At lunch in the yard, one student tells another student “Give me your money. You don’t need it, you’re not hungry.” The student gives up his money. A counselor sees it and tells the students not to loan or borrow money. The student who gave up his money says “It’s okay. Everything is fine.”

Scenarios - Bullying or Not?

Directions: Read each scenario and then check the appropriate box. Be ready to explain your choice.

Scenario Number	<u>Not Bullying</u>	<u>Physical</u>	<u>Reactive</u>	<u>Verbal</u>	<u>Relational</u>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SFUSD ALLY PLEDGE

You're an Ally if:

- ☆ You respect all students and staff regardless of their race, ethnicity, gender, religion, physical ability, sexual orientation or gender identity
- ☆ You believe that it takes many different kinds of people to contribute to a positive and safe school community
- ☆ You are willing to confront name-calling, physical and sexual harassment at your school site
- ☆ You care about the safety of all persons on campus and are willing to do what you can to help create a safer environment
- ☆ You choose not to call others names based on stereotypes
- ☆ You maintain confidentiality if a friend confides in you unless that person is in danger of harming self or others

Name _____



Support Services For Sexual Minority Youth

San Francisco Unified School District
School Health Programs Department
242-2615