Play Well With Others... Be Active Against Bullying!™

Activity Based Bullying Awareness Program

Middle School Grades 6-8 In-Class Resources plus Grades K-12 Activities and Games Unit
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**Introduction**

Bullying creates a climate of fear at home, on the school bus, in the classroom, on playgrounds, in locker rooms and bathrooms, in neighborhoods, and on-line in the cyber world. Victims of bullying suffer from a wide range of physical, psychological and school-related problems, including anxiety, depression, poor self-esteem, chronic absences, and trouble concentrating.

The Columbine and Virginia Tech incidents, as well as relentless media coverage, have raised awareness to bullying as a major child health issue. Many organizations are increasing their resources to understand and curb the problem.

Several examples of organizational level of commitment can be found at:

- **Department of Education:** [http://www.stopbullying.gov/](http://www.stopbullying.gov/)
- **CDC:** [http://www.cdc.gov/ViolencePrevention/youthviolence/](http://www.cdc.gov/ViolencePrevention/youthviolence/)
  
  
  [http://www.safeyouth.gov/Pages/Home.aspx](http://www.safeyouth.gov/Pages/Home.aspx)
- **Office of Justice Programs:**
  
- **American Medical Association:**
  
  [http://www.amaalliance.org/site/epage/42275_625.htm](http://www.amaalliance.org/site/epage/42275_625.htm)
- **Lady Gaga:** [http://bornthiswayfoundation.org/pages/our-mission](http://bornthiswayfoundation.org/pages/our-mission)
- **PACER Center** – [http://www.PACER.org](http://www.PACER.org)
- **Olweus Bullying Prevention Program (OBPP)** [http://www.hazelden.org](http://www.hazelden.org)

Clearly, America is taking bullying seriously.

**Positions**

FlagHouse Inc., the National Police Athletic League (PAL), American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), The Jared Foundation, Project Adventure, CATCH, and American Camp Association (ACA) support the following positions:

- Bullying among adolescents is not a socially acceptable behavior
- Bullying is an important issue for communities and schools to address
- Every child has the right NOT to be bullied
- Adults and adolescents are encouraged to prevent bullying behavior
- Teen bystanders should act and intervene when they witness bullying
- Schools should develop and display Bullying Awareness policies and positions
- Schools should monitor playgrounds and bullying hot spots
- Community organizations that serve youth should incorporate Bullying Awareness messages, address victimization and promote non-violent discipline
- Foster links between education, public health and other partners to prevent bullying behavior
• Incorporate Bullying Awareness programs and messages into all mission statements
• Only as a community working together can we make a difference in eliminating bullying in our schools and neighborhoods

**Overview**

The Bullying Awareness program, “Play Well With Others...Be Active Against Bullying” has been developed for grades 6-8 and is made up of two main components - an activity section with a workbook containing classroom lessons and activities, and a section covering assembly and special events.

The program goals are to provide individuals, organizations, schools and concerned parties with:

- The resources and tools to primarily focus on the social consequences of bullying
- Classroom lessons for teachers and instructors are developed for the middle school-aged student for the purpose of informing, educating and providing the social skills necessary to prevent and stop bullying
- Activities and games have been developed to be used with students ranging from grades K-12 to promote Bullying Awareness and Prevention
- Products that support and promote the Bullying Awareness and Prevention programs around the world

Each session of activities, classroom lessons and assembly presentations are designed to accommodate instructors and presenters who may or may not have a background in education. Detailed descriptions of the procedures for presenting and conducting activities are included along with the objectives and desired outcomes of this program. In addition, online training will include supplementary instruction on presentation of the content, with videos demonstrating and modeling how to conduct assembly, classroom, and physical activity sessions for both large and small groups of students and adults.

For our purposes, we do not use the term “victim” or “bully” but instead reference “those who are bullied”, “those who bully” and the bullying behaviors involved.

**Organization of the Workbook**

Prior to implementation, we encourage teachers to review the guidelines and components carefully. Familiarity with the materials and format will make using the lesson plans easier.

The resource guide is divided into 3 grades, 6th, 7th and 8th, with each grade being provided six lessons each. Each lesson consists of 2-3 parts/sections (A, B, C) which will take 5-20 minutes to teach, and the entire lesson will run approximately 30-40 minutes, depending on the activity. Each lesson is designed to be taught in sequence, and in the order in which the individual lesson is presented.
The lessons have been designed to provide opportunities for hands-on learning either individually or in a team format. Student handouts and worksheets are provided where applicable. All lessons have a cover page that includes the overall purpose of that particular lesson and the following outline:

- Learning/Behavioral Objectives
- Estimated Class Time
- Materials Needed
- Introduction and Recommended Preparation

**Activity/Games Section**
The Play Well with Others...Be Active Against Bullying Activity/Games Section has been created by teachers and activity professionals. The Activity/Games can be used by teachers, coaches, instructors and other activity personnel and are geared toward students in grades 3-12.

All of the activities have:

- Goals and objectives
- Bullying Awareness objectives
- Descriptions of the activity/game
- Directions on where, how and what equipment is needed
- Assessment questions
- Debriefing thoughts and ideas
- Modifications, extensions and advance challenges

The goals of the Activity/Games section are:

- To provide instructors with physical activities and games for active play
- To promote Bullying Awareness and Prevention through cooperative play, non-elimination games, team-work and group games
- To give children games and activities that allow them to work and play together while developing concepts of cooperation, fair play and group interaction
- Free activities / games are available for download at [http://FlagHouse.com/BullyingAwareness](http://FlagHouse.com/BullyingAwareness)

**Assessment**
The resource guide does not include tests or specific grading procedures. It is recommended however, that students be evaluated on their participation in the activities and their behavioral outcomes. If cognitive measurement is needed, it is suggested that both cognitive and behavioral outcomes be assessed.

**Glossary for Instructors & Presenters**

**Bullying** - The process of intimidating or mistreating someone weaker or in a more vulnerable situation. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
Types of Bullying

- **Verbal Bullying** is saying or writing mean things. Verbal bullying includes but is not limited to: teasing, name calling, inappropriate sexual comments, taunting and threatening to cause harm.

- **Social bullying**, sometimes referred to as “relational bullying”, involves hurting someone’s reputation or relationships. Social bullying includes but is not limited to: leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public.

- **Physical bullying** involves hurting a person’s body or possessions. Physical bullying includes but is not limited to: hitting, kicking, pinching, spitting, tripping, pushing, and taking or breaking someone’s belongings.

- **Cyber-Bullying** is bullying that takes place using electronic technology, including devices and equipment such as cell phones, computers, and tablets as well as communication tools such as social media sites, text messages, chat, and websites. Examples of cyber-bullying include but are not limited to: mean text messages or emails, rumors sent by email or posted on social networking sites, embarrassing pictures or videos, and websites, or fake profiles.


Where and When Bullying Occurs

Bullying can occur at any time and in any place. While most reported bullying happens in the school building, a significant percentage also happens in places such as on the playground or the bus. It can occur during travel to or from school, in the youth’s neighborhood, or on the Internet.

Identifying Bullying Situations

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others will ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

Skills for Adults to Stop Bullying

When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps that adults can take to stop bullying immediately to keep kids safe.
Do:
- Intervene immediately. Is it ok to get an adult to help?
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

Avoid these common mistakes:
- Don’t ignore it. Don’t assume that kids can work it out without adult help.
- Don’t immediately try to sort out the facts.
- Don’t force other kids to express publicly what they saw.
- Don’t question the children involved in front of other kids.
- Don’t talk to the kids involved together. Separate them.
- Don’t make the kids involved apologize or patch up relations on the spot.

Seek police assistance or medical attention immediately if:
- A weapon is involved.
- There are threats of serious physical injury.
- There are threats of hate-motivated violence, such as racism or homophobia.
- There is serious bodily harm.
- There is sexual abuse.

What Kids Can Do to Prevent and/or Stop Bullying
Children can help someone who’s been bullied simply by being nice to them at another time. Being friendly can go a long way toward letting a person who is bullied know that they’re not alone.

A bystander can help by:
- Spending time with the person being bullied at school. Simple gestures like talking to them, sitting with them at lunch, or inviting them to play sports or other games during physical education or recess can help a lot.
- Listening to the person being bullied and giving them an opportunity to talk about what happened.
- Calling the person being bullied to provide support, encouragement, and advice.
- Sending a text message or approaching the person who was bullied afterwards and letting them know that what happened wasn’t acceptable and letting them know that they’re there for him/her.
- Telling the person being bullied that they don’t like the bullying behavior and asking there is anything they can do to help.
- Help the person being bullied talk to a trusted adult.
The role of a bystander:
- Be a friend
- Get an adult
- Help the person being bullied get away from the situation
- Set a good example, don’t bully others
- Don’t give bullying an audience
- Take a stand and use group positive pressure

Why Some Kids Get Bullied
No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as lesbian, gay, bisexual, or transgendered (LGBT) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied.

Generally, children who are bullied have one or more of the following risk factors:
- Are perceived as being different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self-esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

However, even if a child has these risk factors, it doesn’t mean that they will be bullied.

There are two types of kids who are more likely to bully others:
- Those well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others
- Those more isolated from their peers and may be depressed or anxious, have low self-esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others

Children who have these factors are also more likely to bully others:
- Are aggressive or easily frustrated
- Have less parental involvement or having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others
- Have been a target of bullying behavior themselves
Remember, those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics.

**Online Resources**
- [StopBullying.gov](http://StopBullying.gov)
- [You Tube Bullying Awareness Ad](http://Youtube)
- [Youth Risk Behavior Surveillance System (YRBSS)](http://YRBSS)
- [Pacer.org](http://Pacer.org)
Letter to Parents/Caregivers

Dear Parent/Caregiver,

As your child’s teacher, I am committed to not only their education but also their safety. As part of that commitment, we will be teaching several lessons this year about bullying.

These lessons are designed to create a safe and positive environment where everyone feels accepted with a sense of belonging. We will be providing our students with information to help them develop empathy, self-control and skills that are necessary to cope with bullying and to take a stand against bullying by not just being a bystander.

Bullying has become an important topic for parents and we are here to assure you that we are committed to doing something about it through education, prevention and intervention.

From time to time we will be sending home materials we would like for you to review with your child so that we can make this repetitive process effective. We believe it is important for your child to learn about bullying so they will know what to do in those situations and become active participants in the stand against bullying.

If you have questions or concerns, I hope you will contact me personally. Sincerely,

______________________________
Name

______________________________
Telephone

______________________________
Email Address
Grade 6 - Lesson 1 – What is Bullying?

Purpose: To inform and educate Sixth Graders about bullying including:

- The definition of bullying
- What physical, verbal, social and cyber-bullying is
- The negative consequences of bullying
- The school policy (rules) on bullying

Learning/Behavioral Objectives
In this lesson your students will:

- Be able to identify bullying (physical, verbal, social and cyber)
- Understand and know the school’s rules on bullying

Materials/Visuals Recommended/Needed
Blackboard or overhead/projector for writing
Handout 1a
School Policy on Bullying
Letter to Parents/Caregivers (see page 11)

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<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td>Discussion Question/Answer</td>
<td>Blackboard or Overhead</td>
<td>Handout 1a</td>
</tr>
<tr>
<td>20 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>Discuss School Policy on Bullying</td>
<td>Display school policy on bullying if available</td>
<td>Handout school policy if available</td>
</tr>
<tr>
<td>10 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Letter to Parents/Caregivers (see page 11)</td>
</tr>
</tbody>
</table>

Preparation
Suggested preparation includes reviewing your school’s policy on bullying and making copies available to your class.

Introduction
While most 6th graders know what bullying is, many do not know the key words used to describe this behavior. They might not also be aware of the different versions of bullying that is currently described today. These include not only physical and verbal bullying but the social and cyber bullying which is pervasive in today’s society.

In this first lesson, we want you to take the opportunity to introduce the subject to your class, describe the upcoming lessons, cover the terminology associated with bullying and distribute a letter home for the parents and caregivers.
Part A - Defining Bullying

In this first activity, you want your students to verbalize what their definition of bullying is and how it affects the social life on campus.

1. Write the word “bullying” on the blackboard/overhead and ask the students what the term means to them (write student’s answers on the board)

2. Distribute Handout 1a and inform your class you will be discussing bullying in different lessons the next few weeks and ask them to write down some of the definitions and descriptions others will be sharing on the subject of bullying

3. Questions you can ask for discussion
   a) Is bullying a problem in the school?
   b) Where does bullying occur most often at the school?
   c) How are kids bullied on their campus?
   d) Are there any negative consequences associated with bullying? If so, what are they?
Handout 1a

Definition of bullying:
the process of intimidating or mistreating somebody who is weaker or in a more vulnerable situation

What is **Physical Bullying**?
________________________________________________________

________________________________________________________

What is **Verbal Bullying**?
________________________________________________________

________________________________________________________

What is **Social Bullying**?
________________________________________________________

________________________________________________________

What is **Cyber Bullying**?
________________________________________________________

________________________________________________________

Is bullying a problem at school?
________________________________________________________

________________________________________________________

Where does it happen most?
________________________________________________________

________________________________________________________

How are kids bullied at school?
________________________________________________________

________________________________________________________

What are the negative consequences of bullying?
________________________________________________________
Part B
To make students aware that there is a school policy against bullying, it will be necessary for you to research what the policy is and to make copies of the rules available to the students. Some schools have these policies available in their student handbooks when classes begin.
Grade 6 - Lesson 2 – How Does it Feel to Be Bullied?

**Purpose:** In this lesson, we want the students to discuss how it feels to be bullied, even if they are not always the ones being subjected to it. As part of the discussion, you will introduce behaviors they can use to avoid or deflect bullying.

**Learning/Behavioral Objectives**
In this lesson students will:
- Be able to identify potential bullying situations
- Gain empathy (caring) for those who are bullied
- Learn simple skills for avoiding, diffusing or stopping the event

**Materials/Visuals Recommended/Needed**
Blackboard or overhead/projector for writing
Handouts 2a and 2b

<table>
<thead>
<tr>
<th>Suggested Time (minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>Discussion Why-Where-When</td>
<td></td>
<td>Handout 2a</td>
</tr>
<tr>
<td>minutes</td>
<td>What do we do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>Writing Assignment</td>
<td></td>
<td>Handout 2b</td>
</tr>
<tr>
<td>minutes</td>
<td>How do you feel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What can you do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preparation**
Suggested preparation includes reviewing the information beginning on page 7 that identifies bullying situations and Bullying Awareness skills.

**Introduction**
Lesson 2 deals with your students recognizing why others get bullied, why they should care and some simple skills to help them avoid these situations.

**Part A** of this lesson will have you discussing with your class what it is like to be bullied. The object is to have your students describe why some kids are bullied (looks, age/size differences, clothing, etc.) and how your students can identify potential bullying situations. You will also introduce some skills they can use to diffuse or avoid potential bullying situations.

**Part B** involves a short writing assignment for your class on how to recognize bullying, why they should care about the person being bullied and how they might be able to avoid it themselves.

**Part A**
Review Lesson 1 with your class on what bullying is and the four different types of bullying (physical, verbal, social and cyber).
On a blackboard or projector write “Bullying-Why-Where-When-What Do We Do?”

Ask your students to discuss some of the reasons their friends are bullied, where it usually happens and when. Also discuss how they feel when they see someone bullied and what they might do to avoid it. Some questions you might ask include:

- Why are some kids bullied? (looks, clothes, disabilities, etc.)
- Where does this normally happen on the campus?
- Does it also happen off campus?
- Is there a certain time of day or at certain events (like lunchtime) it happens?
- How do you think a person feels when they are being bullied?
- How do you feel when you see someone bullied?
- How do you know when you are feeling happy/sad/angry?
- How do you know when someone else is feeling this way?
- If you get bullied what do you think you should do?

Note: Tips on how to avoid bullying (see page 7):
- Ignore the bully and walk away
- Don’t get angry
- Don’t get physical
- Practice confidence
- Identify altercation triggers
- Avoid those who are known to bully
- Avoid being alone
- Talk to an adult
- Get an adult
Handout 2a

“Why-Where-When-What Do We Do?”

Why do kids bully?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Where does it happen?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

When does it happen?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What do you do?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Handout 2b

Please write a short description of how you feel when you see someone else bullied and what can you do to avoid a bullying situation.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
If the policy is not readily available, you can usually find the policy on the school or school district’s website. You can either display the policy during class (over the internet) or download to a document to distribute.

An example of what some schools might use:

<table>
<thead>
<tr>
<th>Consequences/Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequences for students who are found to have bullied others may include counseling, a parent/guardian conference, detention, suspension, expulsion, a loss of school privileges and/or exclusion from school-sponsored activities as defined in the Code of Student Conduct.</td>
</tr>
</tbody>
</table>

Depending upon the severity of a particular situation, the building principal may also take the appropriate steps to ensure students’ safety. Such steps may include separating and supervising the students involved; providing employee support for students as needed; reporting incidents to law enforcement, if appropriate; and the implementation of a safety plan and/or a supervision plan with parents/guardians.

1. Review the school policy on bullying (handout if available)
2. Ask your students if they were aware there was a policy against bullying?
3. Do they agree there should be no bullying at school, or anywhere else?
4. Do they want to learn what to do when they do see bullying?

Part C
Distribute Letter to Parents/Caregivers (see page 11) along with a copy of the school’s policy on bullying.
Grade 6 - Lesson 3 – The Role of a Bystander

**Purpose:** To demonstrate that students can play an important role in diffusing a potential episode of bullying and provide them the skills necessary to help in these events.

**Learning/Behavioral Objectives**
In this lesson students will:
- Learn what a bystander is
- Learn why they should get involved
- Acquire skills that will help the situation (4 rules for a bystander)

**Materials/Visuals Recommended/Needed**
Short 5 minute video (Be a Friend)
Handout 3a

<table>
<thead>
<tr>
<th>Suggested Time (35 minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A 5 minutes</td>
<td>Play video</td>
<td>5 minute video</td>
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<tr>
<td>Part B 20 minutes</td>
<td>Discussion 4 rules: a) get an adult; b) take a stand; c) use group pressure; d) help the victim get help</td>
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<td></td>
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<tr>
<td>Part C 5 minutes</td>
<td>Written pledge</td>
<td></td>
<td>Handout 3a</td>
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**Preparation**
Suggested preparation includes reviewing literature concerning engagement of bystanders in a situation where bullying may well occur. (see page 7)

This lesson includes a short 5 minute video on how to be a supportive friend in a bullying situation. The lesson also includes a discussion and a written pledge by the students to be pro-active.

**Introduction**
For Lesson 3, first review Lessons 1 & 2 to reinforce your class on what they have learned so far about bullying, the school’s policy on the subject and the consequences when it happens. In this lesson there is a short video and a discussion of the role of the bystander. There is also a pledge you will ask your students to take when they do witness a bullying event.
Part A
Before playing the video ask the students:
• What is a bystander?
• Have you witnessed a bullying event as a bystander and if so what have you done?

Play the 5 minute video

Part B
Review the video they have just watched and initiate a discussion based on the role of a bystander.

Talking points:
• What are some excuses people give for not getting involved
• Ask what some of them might do in these situations
• Ask what some of the negative consequences can be in these situations
• Ask for some examples of what bystanders can do

Review the 4 rules of what a bystander can do and ask for comments on each of the rules.

The four rules are:
• Get an adult
• Take a stand
• Use peer pressure
• Help the victim get help

Ask (by a show of hands) if the next time they see someone getting bullied they will do one (or all) of the above rules.

Reinforce the idea that if everyone became an involved bystander in those situations then there would be less bulling in your school.

Part C
Distribute Handout 3a to the class

This handout is a pledge the students should complete and sign that they will be pro-active bystanders in a bullying situation. The handout provides them the opportunity to give themselves written instructions on what they can do in those situations and how they can be a friend to those in need.
Handout 3a

My Role as a Bystander
Four things I pledge to do

The role of a bystander in a bullying situation is very important. A bystander can make a difference and help avoid a harmful situation.

I promise to take an active role in these situations by doing one or all of the following.

- Get an adult
- Take a stand
- Use peer pressure
- Help the victim get help

Only together can we stop bullying and I promise not to be a bystander and watch a friend bullied.

_____________________________  ___________________
Signed                                    Date
Grade 6 - Lesson 4 – Friends Don’t Let Friends Bully

Purpose: In the next two lessons, your students will be writing and performing a skit demonstrating what they feel is the proper way to react when they are a bystander during a bullying situation. The purpose of Lessons 4 & 5 is to reinforce the belief that even as an individual they can make a difference during a bullying situation.

Learning/Behavioral Objectives
In this lesson students will:
- Be able to reinforce their new skills in diffusing a bullying situation
- Provide both written and verbal affirmations of their new skills which will reinforce their self-efficacy

Materials/Visuals Recommended/Needed
Handout 4a (skit guideline)

<table>
<thead>
<tr>
<th>Suggested Time (30 minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
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<tbody>
<tr>
<td>10 minutes</td>
<td>Part A-Review first three lessons and review skit outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>Part B-Student workgroups</td>
<td></td>
<td>Handout 4a</td>
</tr>
</tbody>
</table>

Preparation
Since this lesson involves your students writing their own script, it might be a good idea to view some other student productions on bullying to get an idea of what your class is capable of. You will get several questions about what they should write about.

Introduction
Review the first three lessons to ensure your students are comprehending bullying terms and the skills necessary to diffuse those situations. Some of what you might want to review is the definition of bullying, what the different types of bullying are and how they (as a bystander) can play an active role in diffusing those situations.

This lesson involves expressing what they have learned in a skit they will write and perform (performance is in Lesson 5). This will be a group effort which will require them to work as a team.
Part A

First, review the last three lessons and have a short discussion on the definition of bullying, the different types of bullying and how a bystander can play an active role in diffusing a harmful situation.

Announce to your class that you will be breaking them up into groups to write a skit that they will be performing (as a team) in your next Bullying Awareness lesson.

Cover the skit outline (Handout 4a), read the instructions to them and ask if there are any questions. While you want to have them express themselves freely, this might be a good time to encourage them to write about what they have learned and incorporate those points into a script.

These points might include:

- Definition of bullying
- The different kinds of bullying
- Why we should care about someone being bullied
- What a bystander can do to intervene

Note: For Lesson 4, your class will be working in groups writing a skit about bullying they will perform in Lesson 5. While some of your students will be actively engaged in this exercise, some of the more reserved students might not be. For that reason, it is suggested that you keep your groups small, maybe 3-5 people depending on your class size and time constraints to ensure full participation.

Part B

Distribute Handout 4a and have your students work in groups for 20-30 minutes. Let them know they can take it home and work on it as a group until the next class.
Handout 4a
Script Outline

Instructions: You and your team are to write a short (3-5 minute) script on what you have learned in this class about bullying. Each one of you are required to take part in the script writing and will be encouraged to perform in the skit during the next bullying lesson.

The following is an outline only as your group can follow whatever format the team decides. There are some key elements to your production we suggest you follow. These include: casting a bully, a person being bullied, at least one student and one adult.

Your group's goal is to demonstrate the harm bullying does, how it can be avoided and the consequences when it occurs. This document is to serve as a resource and outline only. Please write and complete your script on another document.

Skit Name _____________________________________________________

Cast________________________ as _________________________
________________________ as ____________________________
________________________ as ______________________________
________________________ as ______________________________
________________________ as ______________________________

Brief Description:
______________________________________________________________________________
______________________________________________________________________________

What are you trying to portray to the class?
______________________________________________________________________________
______________________________________________________________________________

Scene/Location Description:
______________________________________________________________________________
______________________________________________________________________________
Grade 6 - Lesson 5 – Friends Don’t Let Friends Bully 2

**Purpose:** In this lesson the teams you created in the last session will perform their skits. Their participation is important to get feedback on what they have learned and the skills they have acquired to diffuse bullying situations.

**Learning/Behavioral Objectives**
In this lesson students will:
- Demonstrate the skills they have acquired in the first four lessons
- Work as a team and gain confidence in their ability to diffuse bullying situations

**Materials/Visuals Recommended/Needed**
None required

<table>
<thead>
<tr>
<th>Suggested Time (40 minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>Team Skits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5 minute skits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preparation**
Suggested preparation includes viewing online videos (You Tube would be a good source) of student skits to get an idea of what other schools have produced.

**Introduction**
Inform your class that today is their skit day and that everyone is looking forward to the performances. Ask for any groups to volunteer to go first, second or third and remind them to be ready to go when it is their turn. Make sure there is some applause after each skit and encourage them throughout this process.

**Part A**
Skit performances

**Part B**
After the last skit is performed, if there is any time left you might wish to have a short discussion about what their favorite parts of the performances were. Also ask them if they feel they will take anything away that will be helpful in avoiding or diffusing these types of situations. Have them comment on any new ideas or skills they noticed in these skits that you have not covered in class.

Remind them they have pledged to play a role in helping stop these situations and that they now have the skills necessary to make it happen and make a difference.
Purpose: This last lesson for your sixth grade students is a time to review what they have learned, verbalize what they feel they can do to help and remind them to stay committed to their pledge of not be just a bystander.

Learning/Behavioral Objectives
In this lesson students will:
- Review what they have learned over the last few lessons
- Verbalize the skills they have acquired
- Recommit to their pledge of not being a bystander

Materials/Visuals Recommended/Needed
Handout 6a

<table>
<thead>
<tr>
<th>Suggested Time (minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A minutes</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B minutes</td>
<td>Complete handout on what types of bullying they have witnessed lately</td>
<td></td>
<td>Handout 6a</td>
</tr>
<tr>
<td>Part C minutes</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preparation
It is suggested you review the previous lessons and the Glossary section to guide you in the direction you wish for this final discussion to flow. A quick review of the definition of bullying, the different types of bullying and how best to diffuse those situations might be helpful.

Introduction
This lesson is to help wrap up what your class has learned the last few lessons and will give you an opportunity to gauge their level of self-efficacy. Hopefully, your class will be more open to discussing bullying, how it affects their lives and the lives of their friends.

In this lesson you will:
- Review what they have learned
- Write down some situations they have encountered recently
- Discuss what some of them have done when they have encountered bullying
Part A
Open a discussion with your class and inform them that this is the last of the lessons on bullying and that you would like to review what they have learned. Quickly review what bullying is, the different types of bullying (physical, verbal, social, cyber) and the suggested ways to diffuse those situations. Ask for a show of hands who might wish to answer some of those points.

In this first discussion with your class, it is important that they verbalize what they have learned to confirm their newly acquired skills.

Some of the questions you might wish to ask are:

- Do they think bullying is a problem?
- Have they witnessed it at their school?
- Have they witnessed it away from school?
- Do they sympathize with those who are bullied?
- Do they feel they can make a difference now?

Some in your class will be more vocal than others so please make an effort to engage the entire group to get feedback on what they have learned and their level of self-efficacy.

Part B
Distribute Handout 6a to the class. This handout will allow them to write out what they have witnessed since the lessons on bullying started and what steps they, or others have taken to diffuse a situation.

Part C
Handout 6a does not need to be collected as it will serve as a reminder of what some (or all) of your students have witnessed since these lessons have started. This final class discussion will revolve around those who wish to share what they have experienced and how they/others have dealt with a particular situation.

Some talking points or questions you might ask are:

- Have you seen any physical or verbal bullying at school?
- Have you seen any social or online bullying?
- What have you or others done in these situations?
- Did you feel that what you have learned in these lessons has helped?
- Do you think that as a group we can make a difference?
- Will you share this with others now?
Handout 6a

Definition of bullying:
the process of intimidating or mistreating somebody
who is weaker or in a more vulnerable situation

Have you witnessed any bullying recently?
..............................................................................................................................................................................
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What type of bullying have you seen and identified since these lessons started?
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If you have witnessed a bullying situation, were you or someone else able to help?
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Grade 7 - Lesson 1 – What is Bullying?

**Purpose:** To inform and educate Seventh Graders about bullying including:

- The definition of bullying
- What physical, verbal, social and cyber-bullying is
- The negative consequences of bullying
- The school policy (rules) on bullying

**Learning/Behavioral Objectives**
In this lesson your students will:

- Be able to identify bullying (physical, verbal, social and cyber)
- Understand and know the school’s rules on bullying

**Materials/Visuals Recommended/Needed**
Blackboard or overhead/projector for writing
Handout 1a
School Policy on Bullying
Letter to Parents/Caregivers (see page 11)

<table>
<thead>
<tr>
<th>Suggested Time (30 minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A 20 minutes</td>
<td>Discussion Question/Answer</td>
<td>Blackboard or Overhead</td>
<td>Handout 1a</td>
</tr>
<tr>
<td>Part B 10 minutes</td>
<td>Discuss School Policy on Bullying</td>
<td>Display school policy on bullying if available</td>
<td>Handout school policy if available</td>
</tr>
<tr>
<td>Part C</td>
<td></td>
<td></td>
<td>Letter to Parents/Caregivers (see page 11)</td>
</tr>
</tbody>
</table>

**Preparation**
Suggested preparation includes reviewing your school’s policy on bullying and making copies available to your class.

**Introduction**
While most 7th graders know what bullying is, many do not know the key words used to describe this behavior. They might not also be aware of the different versions of bullying that is currently described today. These include not only physical and verbal bullying but the social and cyber bullying which is pervasive in today’s society.

In this first lesson, we want you to take the opportunity to introduce the subject to your class, describe the upcoming lessons, cover the terminology associated with bullying and distribute a letter home for the parents and caregivers.
Part A - Defining Bullying

In this first activity, you want your students to verbalize what their definition of bullying is and how it affects the social life on campus.

4. Write the word “bullying” on the blackboard/overhead and ask the students what the term means to them (write student’s answers on the board)

5. Distribute Handout 1a and inform your class you will be discussing bullying in different lessons the next few weeks and ask them to write down some of the definitions and descriptions others will be sharing on the subject of bullying

6. Questions you can ask for discussion
   a) Is bullying a problem in the school?
   b) Where does bullying occur most often at the school?
   c) How are kids bullied on their campus?
   d) Are there any negative consequences associated with bullying? If so, what are they?
Definition of bullying:
the process of intimidating or mistreating somebody who is weaker or in a more vulnerable situation

What is Physical Bullying?
______________________________________________________________________
______________________________________________________________________

What is Verbal Bullying?
______________________________________________________________________
______________________________________________________________________

What is Social Bullying?
______________________________________________________________________
______________________________________________________________________

What is Cyber Bullying?
______________________________________________________________________
______________________________________________________________________

Is bullying a problem at school?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Where does it happen most?
______________________________________________________________________
______________________________________________________________________

How are kids bullied at school?
______________________________________________________________________
______________________________________________________________________

What are the negative consequences of bullying?
______________________________________________________________________
______________________________________________________________________
Part B

To make students aware that there is a school policy against bullying, it will be necessary for you to research what the policy is and to make copies of the rules available to the students. Some schools have these policies available in their student handbooks when classes begin.

If the policy is not readily available, you can usually find the policy on the school or school districts website. You can either display the policy during class (over the internet) or download to a document to distribute.

An example of what some schools might use:

<table>
<thead>
<tr>
<th>Consequences/Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequences for students who are found to have bullied others may include counseling, a parent/guardian conference, detention, suspension, expulsion, a loss of school privileges and/or exclusion from school-sponsored activities as defined in the Code of Student Conduct.</td>
</tr>
<tr>
<td>Depending upon the severity of a particular situation, the building principal may also take the appropriate steps to ensure students' safety. Such steps may include separating and supervising the students involved; providing employee support for students as needed; reporting incidents to law enforcement, if appropriate; and the implementation of a safety plan and/or a supervision plan with parents/guardians</td>
</tr>
</tbody>
</table>

5. Review the school policy on bullying (handout if available)
6. Ask your students if they were aware there was a policy against bullying?
7. Do they agree there should be no bullying at school, or anywhere else?
8. Do they want to learn what to do when they do see bullying?

Part C

Distribute Letter to Parents/Caregivers (page 11) along with a copy of the school’s policy on bullying.
Grade 7 - Lesson 2 – Bullies, Bystanders and Solutions

Purpose: In this lesson, we want the students to discuss how it feels to be bullied, even if they are not always the ones being subjected to it. As part of the lesson, you will also introduce behaviors and some simple skills they can use to avoid or deflect bullying.

Learning/Behavioral Objectives
In this lesson students will:
- Be able to identify bullying situations
- Gain empathy (caring) for those who are bullied
- Learn simple skills for avoiding, diffusing or stopping the event

Materials/Visuals Recommended/Needed
Blackboard or overhead/projector for writing
Handouts 2a and 2b

<table>
<thead>
<tr>
<th>Suggested Time</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>(minutes total)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A minutes</td>
<td>Discussion</td>
<td></td>
<td>Handout 2a</td>
</tr>
<tr>
<td></td>
<td>Why others bully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B minutes</td>
<td>Writing Assignment</td>
<td></td>
<td>Handout 2b</td>
</tr>
<tr>
<td></td>
<td>How do we feel to get bullied?</td>
<td></td>
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</tbody>
</table>

Preparation
Suggested preparation includes reviewing page 7 on the characteristics of a bully, where bullying happens and Bullying Awareness skills.

Introduction
An important part of diffusing a potential bullying situation is recognizing the signs of these events and the parties involved. In this lesson your students will learn how to identify bullying situations, gain empathy for those being bullied and learn some simple skills on how to diffuse or stop what is occurring.

Part A is dedicated to discussing with your class what it is like to be bullied. The object is to have your students describe why some kids are bullied (looks, age/size differences, clothing, etc.) and the characteristics of a bully. The class will also learn where these events happen and when they might occur. You will also introduce some skills they can use to diffuse or avoid potential bullying situations.

Part B involves a short writing assignment for your class on how to recognize bullying, why they should care about the person being bullied and how they might be able to avoid it themselves.
Part A

Review Lesson 1 with your class on what bullying is and the four different types of bullying (physical, verbal, social and cyber).

On a blackboard or projector write “Why, When, Where others Bully”

Ask the class why some kids are bullied and why some kids are bullies. You will also want to discuss where it usually happens and when. Encourage them to discuss how they feel when they see someone bullied and what they might do to avoid it. Some questions you might ask include:

- Why are some kids bullied? (looks, clothes, disabilities, etc.)
- Why do you think some kids bully?
- Where does this normally happen?
- When does it usually happen?
- How does it feel to be bullied?
- Do you feel sorry for the one being bullied?
- If you get bullied what do you think you should do?

Next, ask your students what they have done in this situation and what they think others should do. (Note: tips on how to avoid bullying are on page 7)

Offer these suggestions on what they might do in these situations and have them discuss each one and what they think the best ones might be.

- Ignore the bully and walk away
- Don’t get angry
- Don’t get physical
- Practice confidence
- Identify altercation triggers
- Avoid those who are known to bully
- Avoid being alone
- Talk to an adult
- Get an adult (it is called informing, not tattling)
Handout 2a

"Why, When and Where"

Why do kids bully?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Where does it happen?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

When does it happen?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What do you do?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Handout 2b

Please write a short description of how you feel when you see someone else bullied and what can you do to avoid a bullying situation.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Grade 7 - Lesson 3 – Take a Stand Against Bullying

**Purpose:** To demonstrate that students can play an important role in diffusing a potential episode of bullying and provide them the skills necessary to help in these events.

**Learning/Behavioral Objectives**
In this lesson students will:
- Learn the role of a bystander
- Acquire skills that will help the situation (4 rules for a bystander)

**Materials/Visuals Recommended/Needed**
Short 5 minute video (Take a Stand)
Handout 3a

<table>
<thead>
<tr>
<th>Suggested Time</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td><strong>(35 minutes total)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part A</strong></td>
<td>Play video</td>
<td>5 minute video</td>
<td></td>
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<tr>
<td>5 minutes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Part B</strong></td>
<td>Discussion 4 rules: a) get an adult; b) take a stand; c) use group pressure; d) help the victim get help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part C</strong></td>
<td>Play video</td>
<td>PSA Video</td>
<td>Handout 3a</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Create a PSA</td>
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</table>

**Preparation**
Suggested preparation includes reviewing literature and the information beginning on page 7 on the role a bystander can play. This lesson also includes 2 short videos, so a computer with an internet connection and screen will be necessary.

**Introduction**
For Lesson 3, first review Lessons 1 & 2 to reinforce your class on what they have learned so far about bullying, the school’s policy on the subject and the consequences when it happens. There is also a video and a short discussion on the role of a bystander. The second video is a Public Service Announcement for bystanders.
Part A
Before playing the video for the class, review the first two lessons and ask the students if they believe a bystander in a bullying situation can do anything, or should do anything.

Play the 5 minute video

Part B
Review the video they have just watched and initiate a discussion based on the role of a bystander.

Talking points:
- What are some excuses people give for not getting involved
- Ask what some of them might do in these situations
- Ask what some of the negative consequences can be in these situations
- Ask for some examples of what bystanders can do

Review the 4 rules of what a bystander can do and ask for comments on each of the rules.

The four rules are:
- Get an adult
- Take a stand
- Use peer pressure
- Help the victim get help

Reinforce the idea that if everyone became an involved bystander in those situations then there would be less bulling in your school.

Part C
Play the short PSA on bullying and distribute Handout 3a to the class.

To engage your students in considering the role of a bystander, this exercise involves creating a public service announcement or PSA. While you could divide the class into groups or teams to accomplish this we suggest you have them create their own individual announcements.

Your instructions to the class for this PSA are to have them concentrate on the role of a bystander and why they should get involved. If possible, you can record each student’s announcement for uploading to the internet, have them read it aloud at the next class or arrange for these to be read during the morning announcements at your school. Printing their PSA’s and posting them outside your classroom would also be a good way to get the message out to the school that bullying is not allowed and that your class is taking a stand.
Handout 3a

Public Service Announcement
Take a Stand Against Bullying

The role of a bystander in a bullying situation is very important. A bystander can make a difference and help avoid a harmful situation.

This short take home assignment is to create a short (1 minute or less) public service announcement or PSA. This short commercial should be designed for use on radio or as a school announcement before the start of a school day. Your theme should focus on the role bystanders can play in the event of a bullying situation. Be sure to read aloud and time what you have written to keep it around one minute long.

You can follow the format of a PSA below or design your own. Make sure to give your script a title (example: Friends Don’t Let Friends Bully) and complete your script on a separate page.

1. Capture the attention of your audience by making the PSA relevant to them at the beginning of the announcement such as, “have you ever witnessed someone being bullied?”
2. List the essential information listeners need to know such as the definition of a bully, where it might happen and why we should take a stand.
3. Use emotion to get other students involved and motivated.
4. Call the audience to action and tell them what you want them to do. This might include telling them the four things a bystander can do: get an adult, take a stand, use group pressure, help the person being bullied. Or develop other methods you think might work to avoid being bullied or what they can do to help someone who is.
5. Read your script out loud and time the length. Consider making a 10 second and 30 second PSA to go along with your 60 second piece.
Grade 7 - Lesson 4 – Friends Don’t Let Friends Bully

Purpose: Lessons 4 & 5 is designed to reinforce the belief that even as an individual they can make a difference during a bullying situation and help someone in need.

Learning/Behavioral Objectives
In this lesson students will:
- Demonstrate their new skills in diffusing a bullying situation
- Gain confidence by creating written and delivering verbal affirmations of their new skills which will reinforce their self-efficacy

Materials/Visuals Recommended/Needed
Handout 4a (skit guideline)

<table>
<thead>
<tr>
<th>Suggested Time (30 minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A 20 minutes</td>
<td>Review and perform PSA’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B 20 minutes</td>
<td>Team assignments and work in groups</td>
<td></td>
<td>Handout 4a</td>
</tr>
</tbody>
</table>

Preparation
Since this lesson involves having some of your students reading their PSA from the previous lesson, it might be a good idea to create a setting for them to deliver their message to the class.

Introduction
It is always good to review previous lessons to ensure your students comprehend bullying terms and the skills necessary to diffuse those situations. Some of what you might want to review is the definition of bullying, what the different types of bullying are and how they (as a bystander) can play an active role in diffusing those situations. You can find these and other terms and definitions in the Glossary section.

This lesson involves expressing what they have learned by delivering their PSA and working on a skit to be performed in Lesson 5. This will be a group effort which will require them to work as a team.
Part A
First, review the last three lessons and have a short discussion on the definition of bullying, the different types of bullying and how a bystander can play an active role in diffusing a harmful situation. This will help reinforce all they have learned so far.

For this activity, announce that it’s time for some (or all) of them will be performing their PSA for the class. Depending on your class size, it might be beneficial to have them perform over the next few lessons to save time for Part B.

While each PSA does not need to be critiqued, it might be desirable to get some feedback from the class on some of the more interesting offerings as to why they liked that particular PSA. The reviews will be at your discretion.

Part B
Distribute Handout 4a

Announce to your class they will be working in teams of 4-5 developing a script with the idea of performing their work in the next session.

Cover the skit outline (Handout 4a), read the instructions to them and ask if there are any questions. While you want to have them express themselves freely, this might be a good time to encourage them to write about what they have learned and incorporate those points into a script.

These points might include:

- Definition of bullying
- The different kinds of bullying
- Why we should care about someone being bullied
- What a bystander can do to intervene

Note: For Lesson 4, your class will be working in groups writing a skit about bullying and will be performed in Lesson 5. While some of your students will be actively engaged in this exercise, some of the more reserved students might not be. For that reason, it is suggested that you keep your groups small, maybe 3-5 people depending on your class size and time constraints to ensure full participation.
Instructions: You and your team are to write a short (3-5 minute) script on bullying. Your theme can be about any bully situation (physical, verbal, social and cyber) with the one requirement that your script include at least one bully, one bystander and the person being bullied. Each one on your team will be required to take part in the script writing and we encourage everyone on the team to perform in the skit.

The following is an outline only as your group can follow whatever format the team decides. Your group’s goal is to demonstrate the harm bullying does, how it can be avoided and the consequences when it occurs. This document is to serve as a resource and outline only. Please write and complete your script on another document.

Skit Name _____________________________________________________

Cast _________________________________________________________

________________________ as ________________________________

________________________ as ________________________________

________________________ as ________________________________

________________________ as ________________________________

Brief Description:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are you trying to portray to the class?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Scene/Location Description:

________________________________________________________________________
Grade 7 - Lesson 5 – Friends Don’t Let Friends Bully 2

Purpose: In this lesson the teams you created in the last session will perform their skits. Their participation is important to get feedback on what they have learned and the skills they have acquired to diffuse bullying situations.

Learning/Behavioral Objectives
In this lesson students will:
- Demonstrate the skills they have acquired in the first four lessons
- Work as a team and gain confidence in their ability to diffuse bullying situations

Materials/Visuals Recommended/Needed
None required

<table>
<thead>
<tr>
<th>Suggested Time (40 minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
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<tbody>
<tr>
<td>Part A</td>
<td>Team Skits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5 minute skits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>Discussion</td>
<td></td>
<td></td>
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</tbody>
</table>

Preparation
Suggested preparation includes viewing online videos (You Tube would be a good source) of student skits to get an idea of what other schools have produced.

Introduction
Inform your class that today is their skit day and that everyone is looking forward to the performances. Ask for any groups to volunteer to go first, second or third and remind them to be ready to go when it is their turn. Make sure there is some applause after each skit and encourage them throughout this process.

Part A
Skit performances

Part B
After the last skit is perform, and if there is any time left you might wish to have a short discussion about what their favorite parts of the performances were. Also ask them if they feel they will take anything away that will be helpful in avoiding or diffusing these types of situations. Have them comment on any new ideas or skills they noticed in these skits that you have not covered in class.

Remind them that they now have the skills necessary to both avoid and diffuse a bullying situation and that they can make a difference.
Grade 7 - Lesson 6 – Say NO to Bullying!

**Purpose:** This last lesson for your seventh grade students will give you an opportunity to confirm and measure their new skills and abilities to stand up to bullies and bullying. This session is also designed for your students to pledge their commitment to take a stand against bullying.

**Learning/Behavioral Objectives**
In this lesson students will:
- Acknowledge their ability to utilize their new skills and behaviors
- Pledge to not be just a bystander which confirms their commitment

**Materials/Visuals Recommended/Needed**
Handout 6a

<table>
<thead>
<tr>
<th>Suggested Time (minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A minutes</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B minutes</td>
<td>Complete handout and discuss what types of bullying they have witnessed and how they reacted</td>
<td></td>
<td>Handout 6a</td>
</tr>
<tr>
<td>Part C minutes</td>
<td>Sign Pledge</td>
<td></td>
<td>Handout 6b</td>
</tr>
</tbody>
</table>

**Preparation**
A quick review of the definition of bullying, the different types of bullying and how best to diffuse those situations might be helpful.

**Introduction**
This lesson has been designed to provide you feedback on what your students have learned, how they will react outside of the classroom in bullying situations and to have them confirm they are committed to making a difference.

In this lesson you will:
- Review what they have learned
- Have them write down some situations they have encountered recently
- Discuss what some of them have done when they have encountered bullying since these lessons began
- Ask students to sign a pledge to make a stand against bullying

**Part A**
Open a discussion with your class and inform them this is the last of the lessons on bullying and that you would like to review what they have learned. Quickly
review what bullying is, the different types of bullying (physical, verbal, social, etc.) and the suggested ways to diffuse those situations.

In this discussion with your class, it is important that they verbalize what they have learned to confirm their newly acquired skills and behaviors.

Some of the questions you might wish to ask are:

- Do they think bullying is a problem?
- Have they witnessed it at their school?
- Have they witnessed it away from school?
- Have they seen bullying decrease in school since these lessons began?
- Do they sympathize with those who are bullied?
- Do they feel they can make a difference now?

**Part B**

Distribute Handout 6a to the class. This handout will allow them to write out what they have witnessed since the lessons on bullying began and what steps they or others have taken to diffuse those situations.

Handout 6a does not need to be collected as it will serve as a reminder of what some (or all) of your students have witnessed since these lessons have started. This final class discussion will revolve around those who wish to share what they have experienced and how they/others have dealt with a particular situation.

Some talking points or questions you might ask are:

- Have you seen any physical or verbal bullying at school?
- Have you seen any social or online bullying?
- What have you or others done in these situations?
- Did you feel that what you have learned in these lessons has helped?
- Do you think that as a group we can make a difference?
- Will you share this with others now?

**Part C**

This final handout (6b) is designed for the student to commit to the behaviors and skills they have acquired in these lessons. These written pledges are to be signed, but not collected so that they remain as a reminder of their pledge to help others.
Handout 6a

Definition of bullying:
the process of intimidating or mistreating somebody
who is weaker or in a more vulnerable situation

Have you witnessed any bullying recently?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What type of bullying have you seen and identified since these lessons started?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

If you have witnessed a bullying situation, were you or someone else able to help?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Handout 6b

My Role as a Bystander
Four things I pledge to do

The role of a bystander in a bullying situation is very important. A bystander can make a difference and help avoid a harmful situation.

I promise to take an active role in these situations by doing one or all of the following.

- Get an adult
- Take a stand
- Use peer pressure
- Help the victim get help

Only together can we stop bullying and I promise not to be a bystander and watch a friend be bullied.

__________________________________  _______________________
Signed                                      Date
Grade 8 - Lesson 1 – What is Bullying?

Purpose: To inform and educate Eighth Graders about bullying including:

- The definition of bullying
- What physical, verbal, social and cyber-bullying is
- The negative consequences of bullying
- The school policy (rules) on bullying

Learning/Behavioral Objectives
In this lesson your students will:
- Be able to identify bullying (physical, verbal, social and cyber)
- Understand and know the school’s rules on bullying

Materials/Visuals Recommended/Needed
Blackboard or overhead/projector for writing
Handout 1a
School Policy on Bullying
Letter to Parents/Caregivers (see page 11)

<table>
<thead>
<tr>
<th>Suggested Time (30 minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A 20 minutes</td>
<td>Discussion Question/Answer</td>
<td>Blackboard or Overhead</td>
<td>Handout 1a</td>
</tr>
<tr>
<td>Part B 10 minutes</td>
<td>Discuss School Policy on Bullying</td>
<td>Display school policy on bullying if available</td>
<td>Handout school policy if available</td>
</tr>
<tr>
<td>Part C</td>
<td></td>
<td></td>
<td>Letter to Parents/Caregivers (see page 11)</td>
</tr>
</tbody>
</table>

Preparation
Suggested preparation includes reviewing your school’s policy on bullying and making copies available to your class.

Introduction
While most 8th graders know what bullying is, many do not know the key words used to describe this behavior. They also might not be aware of all of the different types of bullying that is reported today. These include not only physical and verbal bullying but the social and cyber bullying which is prevalent in today’s school setting.

In this first lesson, we want you to take the opportunity to introduce the subject to your class, describe the upcoming lessons, cover the terminology associated with bullying and distribute a letter home for the parents and caregivers.
Part A - Defining Bullying
In this first activity, you want your students to verbalize what their definition of bullying is and how it affects the social life on campus.

7. Write the word “bullying” on the blackboard/overhead and ask the students what the term means to them (write student’s answers on the board)

8. Distribute Handout 1a and inform your class you will be discussing bullying in different lessons the next few weeks and ask them to write down some of the definitions and descriptions others will be sharing on the subject of bullying

9. Questions you can ask for discussion
   a) Is bullying a problem in the school?
   b) Where does bullying occur most often at the school?
   c) How are kids bullied on their campus?
   d) Are there any negative consequences associated with bullying? If so, what are they?
Handout 1a

Definition of bullying:
the process of intimidating or mistreating somebody who is weaker or in a more vulnerable situation

What is Physical Bullying?
__________________________________________________________________________________

What is Verbal Bullying?
__________________________________________________________________________________

What is Social Bullying?
__________________________________________________________________________________

What is Cyber Bullying?
__________________________________________________________________________________

Is bullying a problem at school?
__________________________________________________________________________________

Where does it happen most?
__________________________________________________________________________________

How are kids bullied at school?
__________________________________________________________________________________

What are the negative consequences of bullying?
__________________________________________________________________________________
Part B
To make students aware that there is a school policy against bullying, it will be necessary for you to research what the policy is and to make copies of the rules available to the students. Some schools have these policies available in their student handbooks when classes begin.

If the policy is not readily available, you can usually find the policy on the school or school districts website. You can either display the policy during class (over the internet) or download to a document to distribute.

An example of what some schools might use:

<table>
<thead>
<tr>
<th>Consequences/Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequences for students who are found to have bullied others may include counseling, a parent/guardian conference, detention, suspension, expulsion, a loss of school privileges and/or exclusion from school-sponsored activities as defined in the Code of Student Conduct.</td>
</tr>
</tbody>
</table>

Depending upon the severity of a particular situation, the building principal may also take the appropriate steps to ensure students' safety. Such steps may include separating and supervising the students involved; providing employee support for students as needed; reporting incidents to law enforcement, if appropriate; and the implementation of a safety plan and/or a supervision plan with parents/guardians.

9. Review the school policy on bullying (handout if available)
10. Ask your students if they were aware there was a policy against bullying?
11. Do they agree there should be no bullying at school, or anywhere else?
12. Do they want to learn what to do when they do see bullying?

Part C
Distribute Letter to Parents/Caregivers (page 11) along with a copy of the school’s policy on bullying.
Grade 8 - Lesson 2 – Bullies, Bystanders and Solutions

**Purpose:** In this lesson, we want the students to discuss how it feels to be bullied, even if they are not always the ones being subjected to it. As part of the lesson, you will also introduce behaviors and some simple skills they can use to avoid or deflect bullying.

**Learning/Behavioral Objectives**
In this lesson students will:
- Be able to identify bullying situations
- Gain empathy (caring) for those who are bullied
- Learn simple skills for avoiding, diffusing or stopping the event

**Materials/Visuals Recommended/Needed**
Blackboard or overhead/projector for writing
Handouts 2a and 2b

<table>
<thead>
<tr>
<th>Suggested Time (minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>Discussion Why others bully</td>
<td></td>
<td>Handout 2a</td>
</tr>
<tr>
<td>Part B</td>
<td>Writing Assignment How do we feel to get bullied?</td>
<td></td>
<td>Handout 2b</td>
</tr>
</tbody>
</table>

**Preparation**
Suggested preparation includes reviewing the section beginning on page 7 on the characteristics of a bully, where bullying happens and Bullying Awareness skills.

**Introduction**
An important part of diffusing a potential bullying situation is recognizing the signs of these events and the parties involved. In this lesson your students will learn how to identify bullying situations, gain empathy for those being bullied and learn some simple skills on how to diffuse or stop what is occurring.

**Part A** is dedicated to discussing with your class what it is like to be bullied. The object is to have your students describe why some kids are bullied (looks, age/size differences, clothing, etc.) and the characteristics of a bully. The class will also learn where these events happen and when they might occur. You will also introduce some skills they can use to diffuse or avoid potential bullying situations.

**Part B** involves a short writing assignment for your class on how to recognize bullying, why they should care about the person being bullied and how they might be able to avoid it themselves.
Part A
Review Lesson 1 with your class on what bullying is and the four different types of bullying (physical, verbal, social and cyber).

On a blackboard or projector write “Why, When, Where others Bully”

Ask the class why some kids are bullied and why some kids are bullies. You also want to discuss where it usually happens and when. Encourage them to discuss how they feel when they see someone bullied and what they might do to avoid it. Some questions you might ask include:

- Why are some kids bullied? (looks, clothes, disabilities, etc.)
- Why do you think some kids bully?
- Where does this normally happen?
- When does it usually happen?
- How does it feel to be bullied?
- Do you feel sorry for the one being bullied?
- If you get bullied what do you think you should do?

Next, ask your students what they have done in this situation and what they think others should do. (Note: tips on how to avoid bullying can be found on page 7)

Offer these suggestions on what they might do in these situations and have them discuss each one and what they think the best ones might be.

- Ignore the bully and walk away
- Don’t get angry
- Don’t get physical
- Practice confidence
- Identify altercation triggers
- Avoid those who are known to bully
- Avoid being alone
- Talk to an adult
- Get an adult (it is called informing, not tattling)
Handout 2a

“Why, When and Where”

Why do kids bully?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Where does it happen?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

When does it happen?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What do you do?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Handout 2b

Please write a short description of **how you feel** when you see someone else bullied and **what can you do** to avoid a bullying situation.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Purpose: To demonstrate that students can play an important role in diffusing a potential episode of bullying and provide them the skills necessary to help in these events.

Learning/Behavioral Objectives
In this lesson students will:
- Learn what a bystander is
- Learn how they can make a difference even as a bystander
- Acquire the skills necessary to make a difference (4 rules)

Materials/Visuals Recommended/Needed
Short 5 minute video
Handout 3a
Handout 3b

<table>
<thead>
<tr>
<th>Suggested Time (minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A minutes</td>
<td>Play video</td>
<td>5 minute video</td>
<td>Computer with Internet Connection</td>
</tr>
<tr>
<td>Part B minutes</td>
<td>Discussion 4 rules</td>
<td></td>
<td>Handout 3a</td>
</tr>
<tr>
<td></td>
<td>Written pledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C minutes</td>
<td>Prepare for YouTube Production</td>
<td></td>
<td>Handout 3b</td>
</tr>
</tbody>
</table>

Preparation
Suggested preparation includes reviewing literature (beginning on page 7) on the role of a bystander.

This lesson includes a short 5 minute video on what a bystander can do in a bullying situation. The lesson also includes a discussion and a written pledge by the students to be pro-active. The end of the session (Part C) is a review of Handout 3b on making their own YouTube video.

Introduction
Lesson 3 focuses on the role of the bystander so a quick review with your class on the first two lessons is advisable. Be sure to reinforce what they have learned so far about bullying, the school’s policy on the subject and the consequences when it happens. They will be viewing a short student made video on the subject, a short discussion, signing a written pledge and then the initial preparation of making their own video and their interpretation of what a bystander can do.
Part A
Before playing the video be sure to review the previous lesson by asking:

- What is a bystander?
- What can a bystander to do diffuse a bullying situation (4 rules)
- Have you witnessed a bullying event as a bystander and if so what have you done?

**Play the 5 minute video**

Part B
Review the video they have just watched and initiate a discussion based on the role of a bystander.

Talking points:
- What are some excuses people might give for not getting involved
- Ask what some of them might do in these situations
- Ask what some of the negative consequences can be in these situations
- Ask for some examples of what bystanders can do

Review the **4 rules** of what a bystander can do and ask for comments on each of the rules.

Ask (by a show of hands) if the next time they see someone getting bullied they will try one or all of the 4 rules to help a friend who is being bullied.

Reinforce the idea that if everyone became an involved bystander in those situations then there would be less bullying in your school.

Distribute Handout 3a to the class

Announce to your class that this is a pledge the students should complete and sign if they have chosen to be a pro-active bystander in a bullying situation. The handout provides them the opportunity to give themselves written instructions on what they can do in those situations and how they can be a friend to those in need.
Handout 3a

My Role as a Bystander
Four things I pledge to do

The role of a bystander in a bullying situation is very important. A bystander can make a difference and help avoid a harmful situation.

I promise to take an active role in these situations by doing one or all of the following.

- Get an adult
- Take a stand
- Use peer pressure
- Help the victim get help

Only together can we stop bullying and I promise not to be a bystander and watch a friend bullied.

Signed ___________________________ Date ________________
Part C
Many middle school classes across the country are actively working towards eliminating bullying in their school. One of the ways this is being accomplished is by creating their own media (video, PSA’s, art, etc.) to demonstrate their knowledge and desire to make their schools a bully free environment.

For the next two lessons your class will be creating their own video script to be acted out and posted on You Tube (or other platforms such as Vimeo and Daily Motion, check with your school administration for approved sites). This is a fun activity that provides a great outlet for creativity and feedback to you on their acquired skills and self-efficacy.

Announce to the class that they will be divided into teams to create their own video to be posted on the internet for others to view. Ask them what they liked or disliked about the earlier video and if they feel they can create their own message to other students.

A few other questions you might ask are:
- Have you watched any Bullying Awareness videos before?
- Do you think they were effective?
- How would you do it differently?
- Are there other messages you would convey?
- Has anyone in the class posted videos to the internet before?
- Do you think this is a good way to get the message out to others that bullying is not a good thing?

Next, form teams of 4-5 students and provide them Handout 3b. Review the outline with them and tell them they will be able to work on it in class in the next session but that they can get together with their team if they like to formulate some before the next class.
Instructions
You and your team are to create, from start to finish, a video (3 to 5 minutes) about bullying, primarily the role a bystander or bystanders can play in those types of situations.

Your team’s script can focus on all or just one of the different types of bullying (physical, verbal, social or cyber) and can involve multiple individuals or just the bully, the one being bullied and the bystander.

Your goal is to demonstrate that bullying is no longer tolerated in your school and that your team is taking a stand by providing support to those being bullied. While this activity is designed to be fun and involves teamwork from your group, it is important to keep in mind that others will be viewing your production and will hopefully learn new skills on what they can do to take a stand.

The following is a guideline for your team to use in developing your script which is to be written out on a separate document and includes character development and dialogue.

Suggested length: 3 to 5 minutes

Title ______________________________________________

Characters ______________________ ______________________

 __________________________________

 ______________________ ______________________

Brief Description

 __________________________________

 __________________________________

 __________________________________

Locations/Scenes

1. ______________________

2. ______________________
Grade 8 - Lesson 4 – We Will Work and Stand Together

Purpose: Lesson 4 is designed to give your class “teams” the time needed to develop a script for their upcoming You Tube video production.

Learning/Behavioral Objectives
In this lesson students will:
- Demonstrate their new skills in diffusing a bullying situation
- Work in teams on Bullying Awareness which will strengthen their self-efficacy

Materials/Visuals Recommended/Needed
Handout 3b (from Lesson 3)
Handout 4a

<table>
<thead>
<tr>
<th>Suggested Time (minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A minutes</td>
<td>Review the team’s assignment question/answer</td>
<td></td>
<td>Handout 4a</td>
</tr>
<tr>
<td>Part B minutes</td>
<td>Student team workgroups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preparation
Since this lesson involves your students writing their own script, it might be a good idea to view some other student productions on bullying to get an idea of what your class is capable of. You will get several questions about what they should write about so be prepared to offer suggestions and/or advice. If time allows you might consider having the class review additional student productions from other schools.

Introduction
Review the first three lessons to ensure your students are comprehending Bullying Awareness terms and the skills necessary to diffuse those situations.

Hopefully, your student teams have discussed away from class what type of You Tube video they would like to produce for the class. For some, this will be their first time making a video and for others it might be just one of many they have produced. Regardless, you want all of your students participating especially during the script writing process of this activity.
Part A

First, review the material you have covered in previous lessons. This would include definitions used when describing bullying and the role of a bystander.

In the last session, you divided your class into teams of 4-5 students and informed them they would be creating a video production with a Bullying Awareness theme. Let them know the productions will be viewed in the next two sessions.

Tell your teams to get together and ask if they spent time since the last session discussing their production. Remind them of the instructions they were given at the last session and ask for at least one completed copy of Handout 3b at the end of this class for reviewing purposes. These completed documents will give you an idea of what they are working on, their direction and if the subject/description is appropriate.

Before your teams work on their script it might be a good idea to have a short discussion on their production capabilities such as videotaping and editing.

Ask them:
- Has your team lined up a camera?
- Will you be able to edit your production?
- Who (on your team) will be uploading to the internet?
- If no one, can you make other arrangements?

Note: Please review your schools rules on internet access, video protocol and if your media department will be able to assist with your student project. While some schools encourage and support these types of productions, some might not or may not have the capabilities to support these types of projects.

In some cases, the students might be more knowledgeable than the instructor and will find a way to make their production happen. Handout 4a is designed to give some additional advice to the teams that might need some help along the way. Be ready to provide them the support they might require to make their productions happen.

Inform your students that they can shoot and edit their production when they are ready and upload to one of your approved internet sites when done. The next two sessions will be for viewing these productions and critiquing their work.

Note: If you are familiar with loading and playing videos on platforms such as You Tube then you might consider creating your own class site and assist your students in the process by uploading all of your productions to one location. It is also possible that some teams will decide to place their production on another type of medium such as a CD or DVD although uploading to an internet site is the preferred method.

Distribute Handout 4a and tell them to get started.
Handout 4a

How to produce, edit and upload to You Tube

1. Create a YouTube account by visiting YouTube and registering with the website. Although it is possible to view most videos without an account, you'll need an account to upload videos.

2. Use a webcam or a video camera to film your video. Depending on what you are filming, it should not be more than ten minutes long (3 to 5 minutes for this production). Keep in mind that the cheaper the camera is, the lower the quality of video.

3. Launch the Windows Live Movie Maker application. If you don’t have it, download it from the Windows Live website. Click the "Movie Maker" icon in the top left corner and select "New project" from the drop-down menu. Click "Add videos and photos" to transfer your video to Windows Movie Maker. If your webcam is built into your computer, the video files may be in a public folder. Be sure to check both the public folder and the video folder.

4. Follow Directions from the Windows Live Movie Maker application.

5. Preview your video to make sure that it is OK. When done, click on the "Movie Maker" icon and select "Publish movie." Then select the YouTube icon. Choose the resolution of your movie. Sign in to your Windows Live account. If you don't have a Windows Live account, click the "Sign up" link. Then sign in to your YouTube account and click on My Account. Click on the new tab and highlight "Video upload." Browse for your video then click "Upload video." Depending on the length of the video, it could take anywhere between five to ten minutes to upload and as much as an hour to process the video.

6. View your video after it is processed. Add relevant tags and keywords to generate more hits. Make sure the title and description are in your keywords. Commenting on videos is a great way to get your video channel noticed.

Here is another resource for editing software:
Free Video Software for PCs
Grade 8 - Lesson 5 – We Will Take a Stand

Purpose: In this lesson the teams you created in the last session will either continue to work on their production and/or show their completed video to the class.

Learning/Behavioral Objectives
In this lesson students will:
- Demonstrate the skills they have acquired
- Work as a team and gain confidence in their ability to diffuse bullying situations

Materials/Visuals Recommended/Needed
Handouts 3b and 4a (if needed)
Computer with internet connection

<table>
<thead>
<tr>
<th>Suggested Time (minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>Continue to work on their production and/or view some of the completed videos</td>
<td></td>
<td>Computer with internet connection</td>
</tr>
</tbody>
</table>

Preparation
Suggested preparation includes viewing online videos (YouTube would be a good source) of student video productions to get an idea of what other schools have produced. For those teams who have completed their production you will need their site location (URL) to find on the internet.

Introduction
Inform your class that today they can show their completed video production, continue work on their script or tape/edit their production.

Part A
Continue Teamwork on Script and/or start viewing their final productions. For those teams who have completed their projects, ask for any groups who might wish to show theirs first. Make sure there is some applause after each production and if time allows, have the group comment on their production process including a description of their overall theme. Direct any questions towards the team for them to verbalize their thought process and share their overall message with the class.
Grade 8 - Lesson 6 – Say NO to Bullying!

**Purpose:** This last lesson for your eighth grade students includes final viewing of the team video productions, reviewing what they have learned, verbalize what they feel they can do to help and renew their pledge (from Lesson 3) on not being just a bystander.

**Learning/Behavioral Objectives**

In this lesson students will:

- Verbalize the skills they have acquired
- Renew their pledge of not being a bystander

**Materials/Visuals Recommended/Needed**

Handout 6a

<table>
<thead>
<tr>
<th>Suggested Time (minutes total)</th>
<th>Activities</th>
<th>Visuals</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A minutes</td>
<td>Final Video Production Viewing Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B minutes</td>
<td>Complete handout on what types of bullying they have witnessed lately</td>
<td></td>
<td>Handout 6a</td>
</tr>
<tr>
<td>Part C minutes</td>
<td>Discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preparation**

It is suggested you review the previous lessons and the information beginning on page 7 to guide you in the direction you wish for this final discussion to flow. A quick review on the definition of bullying, the different types of bullying and how best to diffuse those situations might be helpful.

**Introduction**

This lesson is to complete final video viewing and to help wrap up what your class has learned. This session will give you an opportunity to gauge their level of self-efficacy. Hopefully, your class will be more open to discussing bullying, how it affects their lives and the lives of their friends.

In this lesson you will:

- Review what they have learned
- Write down some situations they have encountered recently
- Discuss what some of them have done when they have encountered bullying
Part A
Complete final viewing of the team productions and allow a question/answer session.

Open a discussion with your class and inform them that this is the last of the lessons on bullying and that you would like to review what they have learned. Quickly review what bullying is, the different types of bullying (physical, verbal, social, etc.) and the suggested ways to diffuse those situations. Ask for a show of hands who might wish to answer some of those points.

In this first discussion with your class, it is important that they verbalize what they have learned to confirm their newly acquired skills.

Some of the questions you might wish to ask are:

- Do they think bullying is a problem?
- Have they witnessed it at their school?
- Have they witnessed it away from school?
- Do they sympathize with those who are bullied?
- Do they feel they can make a difference now?

Some in your class will be more vocal than others so please make an effort to engage the entire group to get feedback on what they have learned and their level of self-efficacy.

Part B
Distribute Handout 6a to the class. This handout will allow them to write out what they have witnessed since the lessons on bullying started and what steps they, or others have taken to diffuse a situation.

Part C
Handout 6a does not need to be collected as it will serve as a reminder of what some (or all) of your students have witnessed since these lessons have started. This final class discussion will revolve around those who wish to share what they have experienced and how they/others have dealt with a particular situation.

Some talking points or questions you might ask are:

- Have you seen any physical or verbal bullying at school?
- Have you seen any social or online bullying?
- What have you or others done in these situations?
- Did you feel that what you have learned in these lessons has helped?
- Do you think that as a group we can make a difference?
- Will you share this with others now?
Handout 6a

Definition of bullying:
the process of intimidating or mistreating somebody who is weaker or in a more vulnerable situation

Have you witnessed any bullying recently?

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________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

What type of bullying have you seen and identified since these lessons started?

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If you have witnessed a bullying situation, were you or someone else able to help?

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