

Lesson 9

Preventing & Reporting Bullying

Overview

This lesson stresses the importance of reporting bullying to a trusted adult. Students review a story about a student who is bullied and work in small groups to consider different possible endings to the story and the pros and cons of each. They discuss actions bystanders to bullying can take and learn that the best thing to do if they see someone being bullied is to tell an adult. They consider why this can sometimes be difficult and discuss the “no tell code” that may prevent kids from reporting bullying. They create and share a class poster that identifies the beliefs and actions they can use to challenge that code, including reporting bullying to a trusted adult, and take home a family sheet to help them discuss bullying with their parents or guardians.

Time: 45 minutes

Lesson Objectives

Students will be able to:

1. Describe what to do if oneself or someone else is being bullied.
2. Describe practices and behaviors that reduce or prevent bullying violence.
3. Advocate for actions to reduce or prevent bullying.

Healthy Behavior Outcomes

V-3: Avoid bullying, being a bystander to bullying, or being a victim of bullying.

V-7: Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting and hate crimes.

V-9: Get help to stop being subjected to violence or physical abuse.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.5.4: Describe ways to prevent common childhood injuries and health problems.

Standard 7: Practicing Health-Enhancing Behaviors

Performance Indicator

7.5.3: Demonstrate a variety of behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Performance Indicator

8.5.1: Express opinions and give accurate information about health issues.

Performance Indicator

8.5.2: Encourage others to make positive health choices.

Materials & Preparation

- Review **Stories About Bullying** reading sheet and the **Bullying Story Endings 1, 2 & 3** and **Breaking the “No Tell Code”** activity sheets in the Student Workbook.
- Have **Bullying Story Endings** (Slide 9A), **Bystanders Have a Choice** (Slide 9B) and **HealthSmart Message** (Slide 9C) for presentation.
- Prepare a Breaking the “No Tell Code” poster with 2 headings:
 - What We Think About Bullying
 - Things We Can Do to Prevent or Stop Bullying
- Prepare **Table Talk: Bullying** family sheet (Master 9) for each student.

Teaching Steps

Explain

Today we’re going to talk more about what to do if you’re being bullied or see, hear, or know about someone else being bullied.

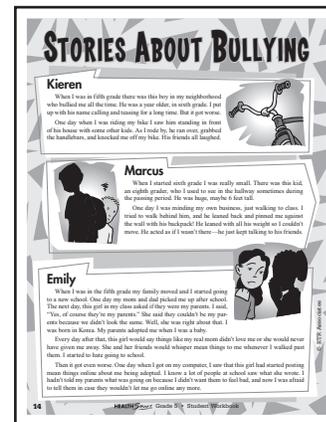
Read

Have students turn back to the **Stories About Bullying** reading sheet and read the second story—**Marcus**—aloud.

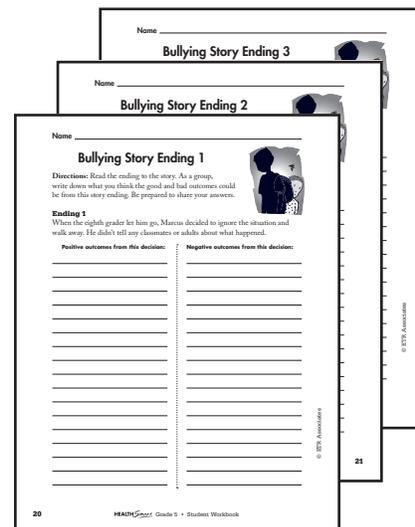
Complete

You are now going to be given an ending to this story. Your job is to decide what the good and bad outcomes of your ending might be.

Divide students into small groups and have groups number off 1-2-3 as many times as needed. Have students turn to the **Bullying Story Ending** activity sheet that corresponds to their group’s number. Be sure the different story endings are evenly distributed among the groups.



Workbook page 14

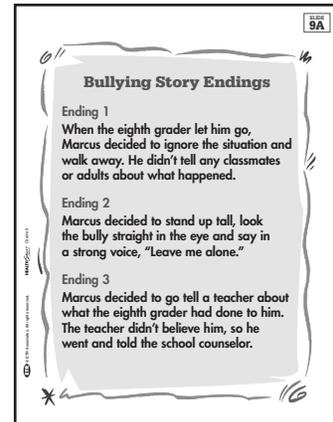


Workbook pages 20–22

Ask students to work in their groups to complete the activity sheet by reading their assigned story ending and listing the possible outcomes, both positive and negative, from this ending.

Show Slide 9A

When groups have completed their activity sheets, show the **Bullying Story Endings** slide. Highlight the corresponding ending as each group presents.



Slide 9A

Share

Have the groups assigned to each ending share their outcomes with the class.

Ask & Discuss

What did you learn from this activity?

Allow students to respond to the question and discuss their ideas.

Summarize

There is no perfect way to deal with bullying.

- Sometimes ignoring the situation may work, but many times the bullying will continue.
- Sometimes standing up for yourself works, but sometimes you or another person can get hurt if you do this.
- The safest thing to do if you are being bullied is to tell an adult who can help you with the situation.

Explain

We've just discussed some of the things a person who's being bullied might do. But, remember, bullying doesn't just affect the person who is bullied. Bystanders—the people who see, hear or know about the bullying—are also affected.

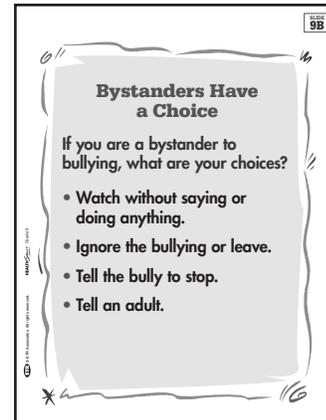
Show Slide 9B

If you are a bystander to bullying, what are your choices?

Allow students to respond to the question and discuss their ideas.

Advance the slide and feature the following options:

- *Watch the bullying without saying or doing anything.*
- *Ignore the bullying or leave the area.*
- *Tell the bully to stop.*
- *Tell an adult.*



Slide 9B

Summarize

Bystanders to bullying have choices. They can watch, ignore it or leave, step in and tell the bully to stop, or report the bullying to an adult.

Ask & Discuss

What might be the consequences of each of these actions?

Summarize

The best thing to do is to tell an adult about the situation. Watching the bullying, ignoring it or leaving allows the bully to get away with it. Standing up for the person can be very brave and may get the bully to stop. However, sometimes standing up for the target may get you hurt. It is important to try to predict the consequences of your actions before standing up for the target.

Ask & Discuss

Sometimes bystanders feel pressure to join in the bullying. Why do you think this is?

Allow students to respond to the question and discuss their ideas.

Summarize

Bystanders may think it is no big deal. They might think it is funny. They might be afraid of being bullied themselves if they don't go along with the bully.



Show Slide 9C

Show the *HealthSmart Message*.

State

“The very best thing you can do is to report bullying, whether it’s happening to you or to someone else.”

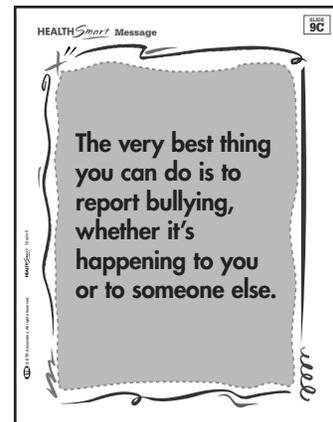
Explain

Reporting bullying isn’t always an easy thing to do. You may feel pressure not to tell. You may be called names if you tell. But it is still the safest thing to do.

Sometimes kids believe in the “No Tell Code.” That’s the code that says you never tell, “snitch” or “tattle” on others.

Some kids follow the code because they believe they should deal with situations on their own. Some follow it because of pressure from others. They may be scared they’ll be made fun of or bullied even more if they break the No Tell Code.

But we know that reporting bullying is the best thing to do. So, we are going to break the No Tell Code. We are going to replace it with smart and safe ways to deal with bullying that all of us agree to.



Slide 9C

Complete & Share

Show the prepared **Breaking the “No Tell Code”** poster.

This poster shows 2 things that are part of breaking the code: (1) identifying what you think about bullying, and (2) what you will do to help prevent or stop bullying.

Point to the first heading on the poster.

Let’s begin by identifying what we think about bullying.

Guide students to express the hurtful or negative results of bullying.

Examples:

- *Bullying is unacceptable.*
- *Bullying is wrong.*
- *Bullying is dangerous.*

- *Bullying is hurtful.*
- *Bullying is disrespectful.*

Write these points on the poster. Then point to the second heading on the poster.

What are the things we will do to help prevent and stop bullying?

Write students' ideas on the poster. Use the following prompts and ideas to expand the list:

- *Write a classroom rule to prevent bullying.*
- *Agree as a class to make a pledge to report bullying.*
- *Avoid places where bullying happens.*
- *Avoid kids who bully.*
- *Report bullying when you see it happen.*
- *Know your own feelings and express them in a way that does not take it out on others.*

Have each student sign the poster.

Summarize

We will tell and get help from an adult whenever we are bullied or see someone being bullied. We will use this smart and safe way to deal with bullying.

Post & Share

Display the completed poster as a daily reminder of the need to break the “No Tell Code.” Ask students to share the poster messages with their friends and family.

Complete & Share

Remember the bullying story you talked about with your group at the beginning of class? Now you'll have a chance to apply what you've learned about breaking the “No Tell Code” and decide what you would do if you had been a bystander to the bullying Marcus experienced.

*Have students turn to the **Breaking the “No Tell Code”** activity sheet and follow the directions to complete it.*

Call on volunteers to share their responses.

Name _____

Breaking the “No Tell Code”

Directions: Read the story and answer the questions.

You are in the hallway on your way to class and see Marcus being bullied. A big eighth grader is talking to some friends. When Marcus tries to walk behind him, the eighth grader turns back and pins Marcus against the wall with his backpack. It looks like it hurts, and you can tell that Marcus is upset. The eighth grader and his friends just keep talking and pretend not to notice what's happening to Marcus.

What would you do?

What other things can bystanders do to help prevent or stop bullying?

Write what you would say to a friend to explain how breaking the “No Tell Code” can help prevent bullying.

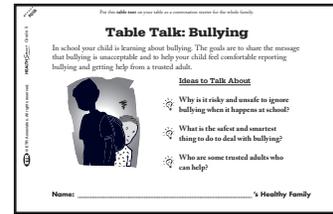
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Send Home

Distribute a **Table Talk: Bullying** family sheet to each student. Explain that they will take this sheet home to share with their families.

Have students write their names on the sheet and fold it in half to create a table tent. Explain that it goes on the dinner table or wherever the family gathers to eat to help them talk with their families about bullying.



Master 9

Debrief

Over the next few days, take a few minutes to follow up on students' experiences.

Assessment Evidence

Students:

1. Described what to do if oneself or someone else is being bullied by:
 - Identifying actions they can take against bullying on the *Breaking the "No Tell Code"* poster.
 - Completing the **Breaking the "No Tell Code"** activity sheet.
2. Described practices and behaviors that reduce or prevent bullying violence by:
 - Identifying actions they can take against bullying on the *Breaking the "No Tell Code"* poster.
 - Completing the **Breaking the "No Tell Code"** activity sheet.
3. Advocated for actions to reduce or prevent bullying by:
 - Completing, signing and sharing the *Breaking the "No Tell Code"* poster.