

Lesson 3

Preventing Bullying

Overview

This lesson focuses on bullying. Students read and react to the thoughts of someone who is a target of bullying. They identify key elements of bullying and discuss the consequences faced by targets, perpetrators and bystanders. They work in small groups to analyze attitudes and behaviors that contribute to the problem of bullying. Then they examine actions teens can take to help prevent or stop bullying, with a particular emphasis on the role and responsibilities of bystanders.

Time: 60–90 minutes

Note: If time is limited, the assessment activity sheet may be completed as homework.

Lesson Objectives

Students will be able to:

1. Define bullying.
2. Describe short- and long-term consequences of bullying to perpetrators, victims and bystanders.
3. Explain how bystanders can help prevent bullying or stop by reporting dangerous situations or actions.
4. Describe strategies for preventing or stopping bullying.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.12.5: Propose ways to reduce or prevent injuries and health problems.

Performance Indicator

1.12.7: Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.

Performance Indicator

1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences

Performance Indicator

2.12.3: Analyze how peers influence healthy and unhealthy behaviors.

Performance Indicator

2.12.4: Evaluate how the school and community can affect personal health practices and behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

Performance Indicator

7.12.1: Analyze the role of individual responsibility for enhancing health.

Materials & Preparation

Prepare

- Have **Bullying Basics** (Slide 5), **Group Roles** (Slide 6) and **Questions at the Heart of the Bullying Problem** (Slide 7), or make transparencies, if needed.
- *Optional:* Review local school district policies and any state mandates regarding bullying, and be prepared to explain these to students. Have copies of the student handbook available, if relevant, to share the school's policies and rules regarding bullying with students.
- Have chart paper, markers and tape. Tape several piece of chart paper to the wall in different locations, one for each group of 4 students.
- Review national and/or local resources for help with bullying and select one or two to share with students. Examples:
 - Pacer Center's Teens Against Bullying:
www.pacerteensagainstbullying.org
 - Stop Bullying (U.S. Dept. of Health and Human Services):
www.stopbullying.gov
 - Striving to Reduce Youth Violence Everywhere:
www.vetoviolence.org/stryve
 - National Domestic Violence Hotline: 1-800-799-SAFE (7233)

Note: Students will learn the skill of evaluating and finding valid and reliable resources in Lesson 10. However, providing a suggested resource or two during the lessons on various types of violence may be helpful to those students who are experiencing that particular type of violence right now in their lives and are in need of information or support.

Copy

- **Teens & Communication Technology Survey** (Master 2) for each student.

Review

- **Facilitating Classroom Discussions on Taking a Stand Against Bullying**, pages 54–55.
- **The Truth About Bullying** (*Student Workbook* page 8).
- **A Plan to Help Prevent Bullying** (*Student Workbook* page 9), and Scoring Rubric, page 317.

Health Terms

Review the teaching steps, slides, master, teacher page and activity sheets for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- bullying
- harassment
- coercion
- intimidation
- extortion

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Make vocabulary cards using health terms that apply specifically to bullying. Write the term on one card, and the definition on another. Distribute cards to students in small groups and have them match terms with definitions. Check for accuracy and discuss.
- Make copies of the **Bullying Basics** and **Questions at the Heart of the Bullying Problem** slides and distribute to students.

To ensure student success with reading:

- Pair students with stronger reading skills or peer tutors with students who may need help discussing **The Truth About Bullying** activity sheet.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **A Plan to Help Prevent Bullying** activity sheet, or allow students to complete the activity sheet as homework with a parent or guardian.
- Allow students to make a video, draw or create a poster using pictures from magazines or other media sources to present their plan.

To extend the learning activities:

- The Public Broadcasting System (PBS) series “In the Mix: Reality Television for Teens” offers episodes that deal with bullying. Teachers can download the 30-minute programs for personal use. “Stop Bullying—Take a Stand” and “Cliques: Behind the Labels” would be relevant episodes to show to supplement this lesson.

Introduction

Get students ready for learning

Transition

On a piece of paper, write what the word *bullying* means to you. Describe what it is and give an example.

Allow students to focus and work quietly for a minute or two. Tell them they'll have a chance to share what they wrote in a few minutes.

(Note: Throughout this lesson, be aware that some students may be personally involved in bullying problems as targets, bullies or bystanders, and be alert to signs of student distress around this issue.)

Motivate

Direct students to turn to **The Truth About Bullying** on page 8 of the Student Workbook. Read or have a volunteer read the story aloud, or have students read it silently to themselves.

I used to like school. Now I'm like a ghost walking down the halls. Nobody in my old group talks to me anymore or dares to be a friend. I can't even tell you how or why it started. One day I was in and the next I was out. The dirty looks, stares, whispered comments and nasty rumors hurt like a fist that never stops punching. Today I found nasty pictures labeled with my name drawn on one of the lunch tables.

Don't tell me to just ignore it, that it's stupid to care, or that it's no big deal. These people used to be my friends. I feel even worse because I used to know kids who were being bullied, and I pretended that they didn't exist. I thought they were losers or probably deserved the way they were being treated. Well now I know better. I don't know what I'm going to do. I hurt in ways I didn't even know existed.

Give students a few minutes to respond to the questions on the activity sheet, either individually or in pairs. Then discuss student reactions to the story.

- What's your first reaction to this story?

The Truth About Bullying

I used to like school. Now I'm like a ghost walking down the halls. Nobody in my old group talks to me anymore or dares to be a friend. I can't even tell you how or why it started. One day I was in and the next I was out. The dirty looks, stares, whispered comments and nasty rumors hurt like a fist that never stops punching. Today I found nasty pictures labeled with my name drawn on one of the lunch tables.

I don't tell me to just ignore it, that it's stupid to care, or that it's no big deal. These people used to be my friends. I feel even worse because I used to know kids who were being bullied, and I pretended that they didn't exist. I thought they were losers or probably deserved the way they were being treated. Well, now I know better. I don't know what I'm going to do. I hurt in ways I didn't even know existed.

Questions to Think About

■ What's your first reaction to this story?

■ Do you think this story could be true? Why or why not?

■ Why do you think the events in the story happened?

■ Would you call the things the student who's speaking is going through bullying? Why or why not?

■ What do you think will happen to this student?

HEALTHSmart High School

Workbook page 8

- Do you think this story could be true? Why or why not?
- Why do you think the events in the story happened?
- Would you call the things the student who's speaking is going through bullying? Why or why not?
- What do you think will happen to this student?

This story lets you experience in a secondhand way the thoughts and feelings of a person who's been the target of bullying. Some of you may even know what this feels like from firsthand experience. Maybe some of you have been the bullies, or have witnessed bullying happening to someone else. Today you'll be learning more about bullying. You'll analyze the issues at the heart of the problem and learn how to help yourselves and others avoid this type of violence.

Teaching Steps

Define bullying

Share

Ask student volunteers to share the definitions of bullying they wrote at the beginning of class. Write key points on the board and help students identify what the responses have in common.

Summarize

Some of the things in the story and in the definitions you've just shared are general knowledge about bullying, perhaps because the news often reports on bullying tragedies. Schools are working to address it. Parents are upset about it. Teens are talking about it and taking stands to stop it. Laws are even being written against it. But even with all of this attention and concern, the problem still happens. The statistics you reviewed about teens and violence from the first lesson stated that more than 1 out of 5, or 20% of high school students report being bullied at school.

Prepare

*Show the **Bullying Basics** slide.*

Slide 5

Bullying Basics

Bullying happens when one person uses any form of his or her power to **intentionally and repeatedly hurt or injure** another person in a physical, verbal or emotional way.

- **Targets** are the victims of bullying.
- **Bullies** are the perpetrators who do the harm. They may act alone or in a group.
- **Bystanders** witness or are aware of bullying.

Bullying involves an imbalance of power between the perpetrator and the target.

- Targets are often younger, smaller, physically weaker or different in some other way from the bully.
- Bullies attempt to intimidate, frighten and control their victims.

Bullying can hurt people in direct ways.

- Hitting, pinching, kicking or grabbing
- Saying hurtful things directly to the target
- Destroying or damaging the target's property

Bullying can hurt people in indirect ways.

- Ignoring, excluding, starting rumors
- Turning other people against the target
- Making bystanders fear they could be the next target

Some acts of bullying are criminal acts that break the law.

- Extortion
- Theft
- Physical or sexual assault
- Threatening or injuring someone with a weapon

Bullying is an act of violence.

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 Violence & Injury Prevention

Slide 5

Explain

Bullying happens when one person uses any form of his or her power to intentionally and repeatedly hurt or injure another person in a physical, verbal or emotional way.

- *Targets* are the victims of bullying.
- *Bullies* are the perpetrators who do the harm. They may act alone or in a group.
- *Bystanders* witness or are aware of bullying.

Bullying usually involves an imbalance of power between the bully and the person being bullied.

- Targets are often younger, smaller, physically weaker or different in some other way from the bully.
- Bullies attempt to intimidate, frighten, put down or control their victims.

Bullying can hurt people in direct ways. The bully may physically hit, pinch, kick or grab, or say hurtful things directly to the target. The bully may destroy or damage property belonging to the target.

Bullying can also hurt people in indirect ways. These include ignoring, harassing, excluding, starting rumors or turning other people against the target. Bystanders or people who are not the target may live in fear of being next.

Some acts of bullying are criminal acts that break the law. Examples include *extortion* (taking money from someone), theft, physical or sexual assault, and injuring or threatening someone with a weapon. Bullying is an act of violence.

Review

What are the key points in this explanation of bullying?

Allow students to respond to the question and discuss their ideas. Be sure to emphasize the following points, if students don't bring them up:

- Anything that gives the bully an edge or advantage over someone is a kind of power. Bullies choose to use this imbalance of power to hurt others.
- Bullying is never an accident or mistake. It is **intentional** harm in which the goal is clearly to hurt another person.

- Bullies **repeatedly** target the same person or target different people in the same ways.
- Bullies get satisfaction out of what they do. This could be a feeling of power, popularity, status, property, or even enjoying the feelings of fear and humiliation they cause to their targets.
- Bullies also victimize bystanders and others who live in fear of being next. These people become the secondary victims of bullying. Other secondary victims of bullying might include close friends of the target who feel upset about this person being threatened or hurt, and even people who used to be friends of the target, but now distance themselves out of fear of being bullied too.
- Bullies can work alone or with others. They can hurt one person or groups of people.

Ask & Discuss

What's the difference between *teasing* and *bullying*?

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

Summarize

Some people confuse teasing and bullying, so it's important to understand the difference.

- Teasing is done without the intention of doing real harm. It happens between people who feel like equals. If feelings are hurt, the person being teased or the bystanders feel safe and able to let the teaser know. Teasers will stop and even apologize if they see negative consequences to their actions. Even serious teasers will eventually be willing to change their behaviors if they hurt someone, either out of remorse or a desire to stay out of trouble.
- Bullying is done with clear intent to do harm to another person. A bully who is caught will seldom apologize or stop. Bullies may start to hide their actions and bully in secret or in more indirect ways. They may threaten the target if they suspect he or she has reported what's happening.

Explain

Bullying is about intimidation, coercion and harassment.

Write these 3 words on the board and ask students to define them. Clarify the meanings, as needed.

- *Intimidation* means making a person feel afraid.
- *Coercion* is the use of threats, pressure and force to make a person do something.
- *Harassment* is tormenting or annoying a person in an ongoing way.

When you use these words to describe bullying, it's harder to dismiss or ignore the problem.

■ Identify consequences of bullying

Ask & Discuss

Think back to the story you read at the beginning of class. What were some of the things this target of bullying was thinking and feeling? What are some other consequences targets of bullying may experience right away and over time?

Allow students to respond to the question and discuss their ideas. Ask them to identify whether the consequences they name are short or long term. Examples include:

Short-term consequences:

- *Physical pain and injuries*
- *Emotional pain*
- *Living in fear*
- *Avoiding activities or locations where the bullying is happening*
- *Embarrassment or feeling ashamed*

Long-term consequences:

- *Permanent disability or disfigurement from injuries*
- *Feeling hopeless or depressed*
- *Loss of interests or relationships*
- *Adopting self-destructive behaviors such as using alcohol or other drugs, cutting, or taking reckless risks as a way to cope*
- *Suicide attempts or suicide*
- *Trying to get even by hurting the bully through violent acts of revenge*

Summarize

Immediate or short-term negative consequences of bullying for targets often include injuries, pain and living in fear. They may change their activities or routines to avoid the bully. They often feel embarrassed or ashamed about being bullied.

Over time, especially if the bullying continues or is ongoing, longer-term negative consequences can result, including disability and emotional issues. It's even possible that some targets of bullying might channel their anger and frustration into becoming bullies themselves.

Ask & Discuss

What about the bullies? Do you think they suffer negative consequences too?

Allow students to respond to the question and discuss their ideas. Ask them to identify whether the consequences they name are short or long term. Examples include:

Short-term consequences:

- *Being suspended or expelled from school*
- *Criminal charges, juvenile detention or even jail time for criminal acts of bullying*
- *Poor relationships at home, school or work*

Longer-term consequences:

- *Future problems at school or a job if suspensions or expulsions for bullying become part of a permanent record*
- *Getting a bad reputation and having fewer opportunities in life*
- *Establishing future patterns of abusive behaviors*

Summarize

There can be serious consequences for bullies who don't change their ways.

Ask & Discuss

Why do you think someone would bully another person?

Allow students to respond to the question and discuss their ideas. Examples include:

- Bullies may come from homes where problems or disagreements are handled by physical punishment. This may be the only way they know to handle differences.
- Bullies may lack social skills for getting along with others, so they try to intimidate their peers because they don't know how to form positive connections with them.
- Bullies may be trying to exert control over others because they feel weak or out of control in other areas of their lives.

Summarize

Regardless of what might be motivating a bully, bullying is a violent act and is always wrong. There are always other ways to deal with the problems that might motivate someone to become a bully toward others.

Ask & Discuss

What about bystanders? What short-term and long-term negative consequences do they experience from observing or knowing about the bullying?

Allow students to respond to the question and discuss their ideas. Ask them to identify whether the consequences they name are short or long term. Examples include:

Short-term consequences:

- *Feeling helpless because they don't know what to do*
- *Feeling afraid, angry or frustrated on behalf of the target*
- *Worrying that they might be the next target (secondary victimization)*
- *Feeling guilty if they do nothing*
- *Putting themselves at risk of being bullied too if they try to help*
- *Joining in and supporting the bully as a way to protect themselves*

Long-term consequences:

- *Feeling guilty in an ongoing way*
- *Increased fear that they'll also become targets*
- *Becoming desensitized to the bullying as they continue to witness it*
- *Becoming angry at the bully for continuing the violence, or at the target for not defending himself or herself*

Summarize

Consequences for those who see bullying happen or are aware that it's happening could happen right away or over time.

It's easy to see that bullying has serious consequences for everyone who's involved, even though people may be affected in different ways or to different degrees.

■ Review school policies on bullying *(Optional)*

Share

If your school has a policy or rules against bullying, have the pages of your school's student handbook available that address this issue, or have students search the handbook for the policies and rules that apply. Read or have a student volunteer read the school's policy on bullying. Clarify to whom and where the rules apply (on school property, at school-sponsored events, etc.).

Summarize

At our school, bullying is against the rules and results in serious consequences.

Note: If your school doesn't have an official policy about bullying, discuss why not and whether students think one is needed. You might use the assessment activity as an opportunity to help students advocate for such a policy.

■ Students discuss questions related to bullying

Prepare

Put students into groups of 4 and show the **Group Roles** slide. Assign roles or allow students to designate roles within their groups. Go over the different roles to be sure students understand their jobs.

- **Time Keeper:** Keeps track of time and makes sure everyone stays focused.
- **Writer:** Writes the group member responses on chart paper.

Group Roles

Time Keeper
Keeps track of time and makes sure everyone stays focused.

Writer
Writes down the group member's responses.

Facilitator
Leads discussion and makes sure everyone in the group participates.

Reporter
Reports the group's answers to the class.

Slide 6

- **Facilitator:** Leads discussion and makes sure everyone in the group participates.
- **Reporter:** Reports the group answers to the class.

Assign each small group to one of the chart paper stations.

Create & Share

You're going to work in your groups to answer some tough questions about bullying. Give the topic some serious thought and consider how you'll support and defend your personal views when you discuss the questions with your group.

Show the **Questions at the Heart of the Bullying Problem** slide. Read or have student volunteers read each question aloud.

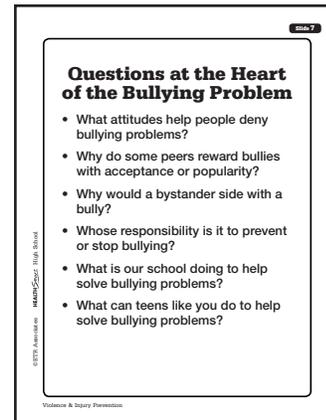
- What attitudes help people deny bullying problems?
- Why do some peers reward bullies with acceptance or popularity?
- Why would a bystander side with a bully?
- Whose responsibility is it to prevent or stop bullying?
- What's our school doing to help solve bullying problems?
- What can teens like you do to help solve bullying problems?

Discuss these questions in your group. The group writer can use the chart paper to take notes on your discussion. The group reporter will be sharing your ideas with the class.

Allow a reasonable amount of time for the group discussions. Circulate as groups are working to help keep them on track and to make sure they are covering all of the questions.

When groups have finished, read each of the questions and allow group reporters to share key points from their group's discussion. Use the discussion of the last question to segue to the next activity.

Note: If students bring up the idea of targets fighting back as a way to deal with bullying, use the advice from the **Facilitating Classroom Discussions on Taking a Stand Against Bullying** teacher page to help guide the discussion.



Slide 7

■ Analyze how positive peer power can help stop bullying

Explain

The last question your group answered was about how teens can help prevent bullying. Your relationships with each other influence what you think, say and do. You have the power to share ideas about what's acceptable or unacceptable, fair or unjust, right or wrong and safe or dangerous to do.

Just as bullies try to use their power to intentionally hurt others, you can use your own power and influence and join with others to make something good happen. As a group of peers, you can work together and inspire each other to not tolerate or accept any kind of violence, especially bullying.

Ask & Discuss

What can teens—especially bystanders—do to send a clear message that they don't agree with bullying? How can you and your peers take a stand against it?

Allow students to respond to the questions and discuss their ideas. Use the group answers to the last question as a springboard to discussion, if needed. List students' suggested actions on the board, being sure the summarizing points are included.

Summarize

You and your peers can take a stand against bullying in many ways:

- Use your words and actions to make it clear that you don't practice or tolerate harassment, coercion, intimidation or bullying of any kind.
- Share what you know about bullying with others.
- Get to know people outside your circle of friends.
- Don't stay friends with people who are rude and abusive toward others.
- Support any antibullying activities at your school.
- Don't deny or ignore bullying when it happens.
- Never watch, encourage or join in bullying.
- Report bullying any time it happens, whether it's happening to you or someone else.

Ask & Discuss

What kinds of things could get in the way or make it challenging or difficult to take these actions?

Allow students to respond to the question and discuss their ideas. As each barrier is named, ask the class for suggestions on how to overcome it.

Summarize

When it seems hard to take action and use your peer power for good, you need to remember what you've learned about the serious consequences of bullying, and how important it is to take a stand for what's right, fair, just and safe. Bullying is ultimately the fault of the bully. But it's everyone's responsibility to help stop it. When bystanders refuse to accept or tolerate bullying they can make a real difference.

■ Identify sources of help for bullying

Explain

Bullying is an act of violence that can have serious consequences. When bullying is allowed to continue it's likely to escalate. This means it will get worse, happen more often or begin to happen to more people.

It's important to report bullying to people who can help you deal with the problem. Friends and peers can give you support, but often you may need a trusted adult's help to stop the problem. You could talk to your parents, a teacher, counselor or school nurse. There are also agencies that deal with violence, including bullying, that can help. If the kind of bullying you're experiencing or have witnessed is a criminal act, you may need to seek help from law enforcement.

Share

Write the name, phone number(s) and/or website(s) of a national and/or local resource on the board. Leave these resources on the board or post them in the classroom for students to refer to.

There are reliable resources that can give you more information about bullying and help you if you or someone you know is being bullied.

Tech Connection

Assign interested students to research each of the suggested resources and allow them to make a report of their findings to the class in Lesson 10.

■ End the lesson

Assign

*Distribute a **Teens & Communication Technology Survey** to each student. Explain that for homework, they should survey at least 2 peers who aren't in this class about their use of communication technology and social networking. They should place a check mark in the "Yes" or "No" column for each person who answers the question. They'll compile the results of the surveys in the next class.*

Teens & Communication Technology Survey Master 2

Directions: Survey at least 2 other friends or peers who aren't in this class about their use of cell phones, texting and social networking. For each person you survey, place a check mark in the "Yes" or "No" box for each question.

Number of people surveyed: _____

Survey Questions	Yes	No
1. Do you have a cell phone?	<input type="checkbox"/>	<input type="checkbox"/>
2. If you have a cell phone, do you send text messages?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you ever likely to text your friends when out alone?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you ever sent a text message that you regretted sending later?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you use your cell phone to take and share pictures?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you ever received a sexy picture or text message on your cell phone?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you ever been bullied or harassed by a text message or phone call?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you use the Internet every day?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you belong to or have a profile on a social networking site?	<input type="checkbox"/>	<input type="checkbox"/>
10. If you use a social networking site, have you ever: Sent a private message to a friend? Sent a group message? Joined a group on the site?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Have you ever been bullied online through a social networking site?	<input type="checkbox"/>	<input type="checkbox"/>

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Violence & Injury Prevention

Master 2

Close

Share one thing you'd like your peers in this class to know as you move forward to prevent and stop bullying from happening to you and others.

Allow each student to share something he/she learned from the lesson or a step he/she will take to help stop bullying. As students share, reinforce main points about consequences of bullying, the role bystanders play, the importance of reporting and resources for help. Always be aware that some students may have experienced or been bystanders to bullying.

Bullying is wrong and dangerous and can be illegal. The best way to stop bullying is to get help and report it when it happens.

Assess

*Collect students' **A Plan to Help Prevent Bullying** activity sheets and fact sheets and evaluate their work for this lesson.*

Assessment Evidence**Objective 1**

Students defined bullying by:

- Completing the **A Plan to Help Prevent Bullying** activity sheet.

Objective 2

Students described short- and long-term consequences of bullying to perpetrators, victims and bystanders by:

- Completing the **A Plan to Help Prevent Bullying** activity sheet.

Objective 3

Students explained how bystanders can help prevent or stop bullying by reporting dangerous situations or actions by:

- Completing the **A Plan to Help Prevent Bullying** activity sheet.

Objective 4

Students described strategies for preventing or stopping bullying by:

- Completing the **A Plan to Help Prevent Bullying** activity sheet.

(Scoring Rubric, page 317)

Facilitating Classroom Discussions on Taking a Stand Against Bullying

In any discussion of bullying, it's likely that at least some students will suggest standing up to the bully and fighting back. Many adults continue to believe and tell their children that the most effective or even the only way to stop a bully is to “give them a taste of their own medicine.” There are even programs that teach potential bullying victims forms of martial arts or other techniques for standing their ground, talking back and physically fighting the bully if needed, and there are certainly cases or examples of this approach working for some targets of bullying.

However, the fact is that any of these tactics carries the potential of escalating the risk in a single episode of bullying or taking the bullying relationship to a much more dangerous level. Most bullies won't accept defiance or defeat easily. Targets who succeed in standing up to a bully, or even “winning” a physical encounter, run the risk of even more violent retaliation from the bully later. Making the incident more risky or the relationship worse can result in serious consequences, losses, and harm to the target, the bully or bystanders.

As you guide discussions about appropriate ways to respond to personal experiences of bullying or to support a friend, peer or sibling who's being bullied, be sure to integrate the following points.

- 1. Make the smartest, safest choice for yourself and others.** The safest and most responsible way for young people to respond to bullying incidents is to seek the help of caring and responsible adults. At home, this means talking with a parent or guardian about what's happening. At school, this means seeking help from a teacher, coach, counselor, other school staff members or even law enforcement. Bullying problems can be complex and most often need the skills and authority of adults to solve them and to monitor them over time.
- 2. Know the potential risks and consequences of physically fighting back.** While stories are told about the single punch that sent the bully running and seemed to stop the problem, other stories can be told about a choice to fight back that resulted in:
 - Serious physical injuries to the target, the bully or both

Facilitating Classroom Discussions on Taking a Stand Against Bullying *(continued)*

- Injuries to bystanders
- Suspension or expulsion from school
- Lawsuits and legal costs
- Criminal charges, juvenile detention and incarceration
- Loss of future opportunities
- Escalated bullying or acts of violent revenge
- Bullying being extended to include family and friends
- Homicide

3. Fight back with social power to prevent the problem in the first place.

In the case of bullying, fighting back doesn't have to mean using fists and violence, and it doesn't have to mean fighting back alone. Students can use their words and social power with other students to help shape a school environment that's fair, safe and just. Taking a stand together makes it possible for all students to have a smart, safe and respected way to deal with bullying. Shaping a peer norm against bullying is one of the best ways to empower students to report incidents and feel safer at school.

4. Recognize the responsibility of the adults at school to do something about bullying and report all bullying incidents.

Be sure students know the adults they can count on for help with bullying problems, and which staff members are responsible for responding to reports of bullying. They also need to know what will happen once they make a report—what procedures the school has in place, and what the next steps will be. Students need to be reassured that the school has a policy on bullying and takes all reports seriously, and that there are procedures in place that will be followed to protect them and address the problem.

Note: If the school is experiencing bullying-related violence, or increasing concern about bullying problems from parents and other family members, students may be tempted to take bullying matters into their own hands as a last resort. The school and community may need to evaluate and improve the school's policy, strategies and effectiveness when it comes to preventing, responding to and satisfactorily resolving bullying problems.

Lesson 3 • Preventing Bullying

A Plan to Help Prevent Bullying Activity Sheet				
Objective	4	3	2	1
1. Definition of Bullying	Provides a clear and correct definition of bullying in the fact sheet and gives 1 or more correct examples.	Provides a somewhat clear and correct definition of bullying in the fact sheet and gives 1 example.	Provides a vague definition of bullying in the fact sheet but does not give an example.	Does not define bullying in the fact sheet or give an example.
2. Consequences of Bullying	Correctly and clearly describes 1 or more short-term and 1 or more long-term consequences of bullying to all 3 groups: <ul style="list-style-type: none"> • Targets • Bullies • Bystanders 	Correctly and clearly describes 1 or more short-term and 1 or more long-term consequences of bullying to 2 of the groups: <ul style="list-style-type: none"> • Targets • Bullies • Bystanders 	Correctly and clearly describes 1 or more short-term and 1 or more long-term consequences of bullying to 1 of the groups: <ul style="list-style-type: none"> • Targets • Bullies • Bystanders 	Does not correctly describe short-term or long-term consequences of bullying to the various groups.
3. Role of Bystanders in Stopping Bullying	Correctly and clearly explains how bystanders can help prevent or stop bullying and gives 1 or more specific examples.	Correctly describes how bystanders can help prevent or stop bullying, and gives 1 general example.	Somewhat correctly describes how bystanders can help prevent or stop bullying, without providing an example.	Does not correctly describe how bystanders can help prevent or stop bullying or provide an example.
4. Strategies for Preventing or Stopping Bullying	Correctly and clearly describes 3 or more strategies teens can use to help prevent or stop bullying at school.	Correctly and clearly describes 2 strategies teens can use to help prevent or stop bullying at school.	Correctly and clearly describes 1 strategy teens can use to help prevent or stop bullying at school.	Does not correctly describe strategies teens can use to help prevent or stop bullying at school.