

## **Bullying and Sexual Awareness Lesson Plans – Grades 7-12**

### **Estimated Time of Completion:**

Two to three classroom periods, or stretched out throughout the school year. Each activity will take between 15-30 minutes. Bullying and Sexual Harassment are topics that need to be discussed on an ongoing basis.

### **I. Summary:**

The purpose of these activities is to raise awareness of bullying and sexual harassment for students. Students who have a clear understanding of what bullying is, what it looks like, and how it affects students are more likely to refrain from bullying and to take action to stop it when they see it. Increased awareness for all is the foundation of the Project S.A.F.E. intervention program.

You will begin with the bullying lessons and then introduce the sexual harassment lessons after receiving more information on sexual harassment from the Cohort Team at your school.

### **II. Objectives:**

- Students will learn the definition of bullying.
- Students will learn the definition of sexual harassment.
- Students will be able to identify forms of bullying behaviors.
- Students will be able to identify forms of sexual harassment.
- Students will be able to identify effects of bullying.
- Students will be able to identify the effects of sexual harassment.

### **III. Activities**

## ACTIVITY 1 - BULLYING

### A. Materials Needed:

- Black/whiteboard or overhead projector

### B. Procedure:

1. Write the word BULLYING on the blackboard (whiteboard or overhead), ask students to list what is bullying and what does it look like. Discuss the different forms of bullying:
  - a. Physical (hitting, kicking, biting, throwing things, etc.)
  - b. Verbal (name calling, teasing, taunting, insulting, etc.)
  - c. Relational (gossip, exclusion or leaving people out, telling people not to be your friends, not letting you play).
  - d. Cyberbullying (mean text-messages or internet activity)
2. After the discussion, provide students with the definition of bullying (See attached definition page for display in class):

Bullying is...

- Hurtful behavior
  - Deliberate
  - Repeated over time
  - Characterized by a power imbalance (so it is hard to make it stop)
3. Discuss each point of the definition in depth:
    - Hurtful behavior - The ways bullying hurts students includes physical injury but also making students feel bad, sad, mad, anxious, afraid, hopeless, like no one likes them, and like they don't want to come to school.
    - Deliberate, hurtful behavior – Done on purpose, so it is not accidentally bumping into someone but done with the intention to hurt or embarrass the other person.
    - Repeated over time – happens more than once. Bullying is a relationship so the bully and victim interact over time.
    - Characterized by a power imbalance – the bully has more power, which makes it hard for the victim to defend themselves or make the bullying stop. Power can be because of size (bigger), being a larger group, having more friends, being more socially skilled, being liked more by the teachers and staff, or having more money.
  4. To conclude the assignment, have students write a vignette that shows bullying behavior. This can be done in class or as a homework assignment.

### C. Extensions and Adaptations

You can also have students do this activity in small groups instead of as a classroom discussion.

## ACTIVITY 2 – BULLYING & SEXUAL HARASSMENT

### A. Materials Needed:

- Bullying Video
- Discussion Guide
- Discussion PowerPoint

### B. Procedure:

1. The 7-12 bullying video that is located on this site is used with this activity. This is not an “educational video” in that it does not tell students what to do or how to think – it is, instead, a discussion video. The video provides vignettes of behavior and is designed to encourage discussion among students about bullying, its different forms and effects. The video also displays sexual harassment for discussion of how it differs from bullying. A discussion guide is included to provide information for you to help guide the discussion. It is best if you have time to read the discussion guide prior to hosting the discussion. There is also a PowerPoint that provides information for the students.
2. Show the DVD to the class, and then ask the following questions. Use the discussion guide (attached) for to elicit content and the PowerPoint to guide discussion. You do not have to ask all of these questions at once, you can divide these discussions up over several days (See discussion guide for questions by scene).
  - a. What is bullying?
  - b. Do boys and girls differ in bullying?
  - c. Can girls be physically violent? Can boys exclude, embarrass or sexually harass other boys?
  - d. What are the different roles that you see students playing in this scenario?
  - e. Why do you think bullies bully people?
  - f. In the classroom scene the teacher is not aware of the bullying. What can teacher’s look for to be more aware?
  - g. What effects does bullying have on people?
  - h. Bystanders are those people who stand around and watch bullying when it happens. How do they feel? What could they do to stop bullying?
  - i. How can bullying effect the learning environment?
  - j. What is sexual harassment? Where did you see that in the video? How did it differ from the other bullying?

### C. Extensions and Adaptations

You can also view this video individually in a computer lab along with the PowerPoint and Discussion Guide.

All materials for this lesson including the video and additional resources are online at [www.csus.edu/cbm](http://www.csus.edu/cbm).

## ACTIVITY 3 - BULLYING

### A. Materials Needed:

- Paper
- Pen or pencil

### B. Procedure:

1. Write the following quote on the board:
  - “Sticks and stones may break my bones, but names will never hurt me.”
2. Have students write 1-2 pages about whether they agree with this quote and why or why not.
3. Have a classroom discussion about how name calling can negatively affect students.
  - Make them sad
  - Angry
  - Anxious
  - Afraid
  - Embarrassed
  - Not want to come to school

### C. Extensions and Adaptations

An additional or alternative writing assignment is to provide the following quote and ask the students to write 1-2 pages about whether they agree or disagree and why or why not:

- "No one can make you feel inferior without your permission." --Eleanor Roosevelt