



**For the Classroom – Safe Environment Program,
Grade 10 Theme: Bullying/Harassment
Lesson Plans**

Note: It is recommended that those who will be teaching this lesson first read *The Truth and Meaning of Human Sexuality* by the Pontifical Council for the Family before presenting this material. The dignity of the human person as laid out in the primary and intermediate grades is the foundation of our Safe Environment program.

Prayer: Please Read Psalm 139:1-18 together in class.

Objectives:

1. Students will be able to identify different forms of bullying and harassment.
2. Students will be able to identify ways to respond if he or she is bullied by another.
3. Students will be able to name and practice some approaches that may help someone who is being bullied.

Items needed for this lesson:

- Pens or pencils (one for each student)
- Writing paper for each student
- Bible for prayer
- Copy of prayer for each student
- Movie clips as needed (see Teaching Points for details)

Teaching Points:

Part One:

1. Ask the students to define bullying. In general, bullying can be defined as behaviors that hurt or scare another who is vulnerable or perceived as weak.
2. Go over some facts and statistics about bullying and harassment. Some students may think that this doesn't happen anymore in high school, but it will be important for them to understand that it DOES happen...people choose not to talk about it or tell anyone if it's happening to them. A victim of harassment or bullying often feels ashamed or weak and they decide to keep things to themselves. Unfortunately, bullying and harassment behavior are most often recurring, that is, it is hardly ever a one time offense.

3. 15-25% of high school students are bullied with some frequency. Bullying behavior can take on many forms:
 - ◆ Physical—pushing, pulling, tripping, blocking someone’s way, knocking over someone’s books or tray in the cafeteria, etc.
 - ◆ Sexual—overt behaviors, comments, gestures, pictures
 - ◆ On-line—inappropriate text messages, IM’s, blogs
 - ◆ Gossip—spreading rumors about others
 - ◆ Exclusion—keeping certain people out of a group/club/team/organization
 - ◆ Teasing—saying things to someone in a mean-spirited or demeaning way
 - ◆ Ganging up on someone

4. Ask the students for feedback about bullying and harassment. Do they ever see it happening? Why do they think people bully or harass others? Some possible responses are:
 - ◆ Others are doing it and getting away with it
 - ◆ They want to feel like they belong
 - ◆ Makes some people feel stronger, smarter, or better than the victim
 - ◆ It keeps others from bullying them

Part Two:

1. Ask the students for some suggestions about what to do if they are being bullied or harassed.

2. After they have had a chance to raise some possible responses, outline the following with them:
 - ◆ First of all, remember it is not your fault...nothing you can do or say gives anyone the right to mistreat you
 - ◆ Tell an adult whom you trust...it always helps to let someone know what is happening. Don’t worry about being a “rat”!
 - ◆ Walk away from the bully
 - ◆ Stay in a group as much as you can so you won’t find yourself alone with the bully
 - ◆ If it feels safe to do so, stand up to the bully by telling him or her why you find their behavior unacceptable
 - ◆ If you are being harassed online or by phone, DO NOT REPLY. Print out and/or save the harassing message. Share them with a trusted adult.
 - ◆ Join groups or clubs to meet people

3. Provide some ideas as to what NOT to do:
 - ◆ Don’t bully back or bully someone else

- ◆ Don't keep it to yourself or hope the problem will just disappear
- ◆ Don't hurt yourself
- ◆ Don't skip school or avoid groups—Statistics show that many students (up to 160,000 per day) stay home from school to avoid being bullied or harassed

4. Consequences of being bullied or harassed:

- ◆ Self esteem drops
- ◆ Feelings of overwhelming sadness, loneliness, or anxiety
- ◆ Depression that can carry over into adulthood
- ◆ Dropping out of social situations
- ◆ Cutting school and falling behind in class work

Other Options:

- ◆ Invite a guest speaker to class to discuss the topic of bullying and harassment
- ◆ Watch a movie clip that illustrates the effects of bullying/harassment
- ◆ Have the students choose some popular music that seems to encourage this negative behavior or takes a stand against it.

Part Three:

Schools may also use *Netsmartz* in this lesson plan. *Netsmartz* is an interactive, educational safety resource developed by the National Center for Missing and Exploited Children and the Boys & Girls Clubs of America to teach children and youth how to stay safer on the internet.

The use of a *Netsmartz* video or videos is not a substitute for the **Circles of Care** Lesson; but may be used in addition to the **Circles of Care** Lesson.

The *Netsmartz* videos appropriate for this Lesson Plan are:

1. Cyberbullying: You can't take it Back
2. Cyberbullying: Broken Friendship

The videos can be viewed at: www.netsmartz.org/resources/reallife.htm

The lesson plans that correspond with each video can be found on the following pages. They are also available in PDF format on the www.ceorockford.org website under the Child Safety section Grades 9 – 12.



CYBERBULLYING!

BROKEN FRIENDSHIP 1

High School

OVERVIEW

Students watch the story of a girl whose best friend gave out her E-mail password to some other girls at school without her knowledge. Students respond to a letter from someone about an experience on the Internet.

PROGRAM GOAL

Enhance the ability of teens to recognize why it is important to keep online passwords private.

INTERNET SAFETY MESSAGE

I will keep my identity private.
I will never respond to any online communication that makes me feel uncomfortable.

MATERIALS

- computer lab or computer connected to an LCD projector or television monitor
- "Cyberbullying: Broken Friendship" vignette
- large pieces of paper for each student group
- "Dear Compy" handout (attachment 1)

TIME

15 to 20 minutes

ACTIVITIES

Watch "Cyberbullying: Broken Friendship."

Have students respond to one of the letters on the handout (attachment 1).

After the students have written their response letters, split students into groups of three or four. Assign groups so that students are with other students who responded to the same letter. Give each student group a large piece of poster paper. On the paper, have them list the best parts of each of their responses. They should list at least one item from each student in the group's letter.

Post the completed posters around the classroom and discuss.

CYBERBULLYING:

YOU CAN'T TAKE IT BACK 1

High School

OVERVIEW

Students watch the true story of a boy who rated girls from school on a web site, thinking it was a private joke between him and his friends. Students discuss the positive and negative aspects of the Internet and offer ideas about what the boy could have done when his friends asked him to rate the web site.

PROGRAM GOAL

Enhance teens' awareness that once they put something online they can't get it back.

INTERNET SAFETY MESSAGE

I will respect other people's rights while online.

MATERIALS

- computer lab or computer connected to an LCD projector or television monitor
- "Cyberbullying: You Can't Take It Back" vignette
- large pieces of paper for each student group
- whiteboard or chalkboard
- student worksheet (attachment 1)

TIME

15 minutes

ACTIVITIES

Hold a class discussion about the positive and negative aspects of the Internet. Divide the board in half; list positives on one side of the board and negatives on the other. *What are some positive aspects of the Internet?* It can be used as a research tool or homework resource; it's an easy way to keep in touch with friends and family; you can access legal multimedia (video and music) and news.

What are some negative aspects of the Internet? There is no way to know who you're talking to; once you post something online or send an E-mail you can't take it back; anyone can read or see anything you post.

Discuss safety issues with putting classmates' pictures and other information online. Some safety issues include that you never know who is looking at this information, why they are visiting the site, or how they might use the information they find.

Watch "Cyberbullying: You Can't Take It Back."

Discuss with students what the boy should have done when his friends asked him to rate the web site. Challenge students to try to think of legitimate responses he could have made that might have made his friends also reconsider their actions. You might want to put students in groups for this part and have them write possible answers on large sheets of paper (which they will then present to their classmates) in order to increase student participation.

[Extension]

After the discussion, have students make Internet awareness posters to be displayed at the local middle school (attachment 1).

www.NETSMARTZ.ORG

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CYBERBULLYING: YOU CAN'T TAKE IT BACK 1

High School

ATTACHMENT 1

WORKSHEET

The Internet is a great tool. But it can also be dangerous. In a group with two or three classmates, design a poster to be posted at the local middle school to encourage students to think before they act online. Use this sheet to brainstorm ideas. Incorporate some of the points raised during your class discussion about the positive and negative aspects of the Internet and safety issues to consider when posting information online.

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Part Four:

Design a prayer experience using **“Prayer Resources”** (located at the end of this Lesson). You may choose to engage your students in planning this prayer experience.