

9th GRADE: BULLYING

LESSON 3 OVERVIEW

Diffuse and Get Help

**Lesson Time:**

30 Minutes

Materials Provided:

- Video: "[Honest Yearbook](#)" (3:08)
- Video: "[Bystander](#)" (1:39)
- Handout: "Rewrite the Script" (printed one per student)

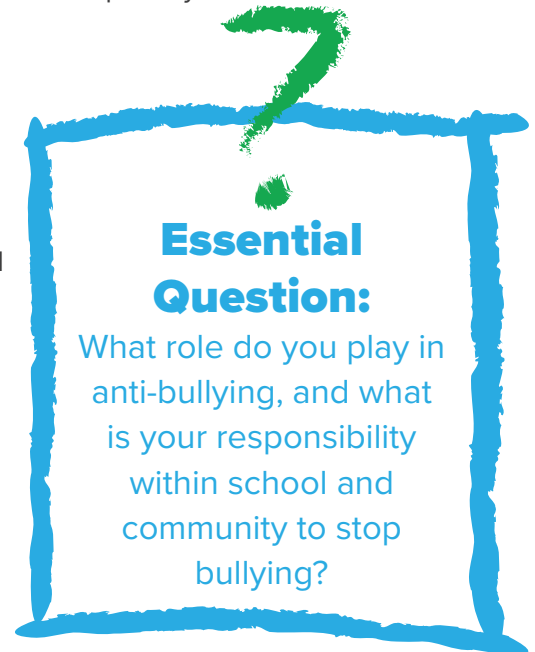
Materials Needed:

- Projector with Video/Audio Capability

Objectives:

Students will be able to...

1. Recognize warning signs of bullying.
2. Explain each person's role in making a positive difference for others.
3. List strategies for getting help for someone in a bullying situation.
4. Identify key members of the school that will aid in defusing and eliminating bullying.



Diffuse and Get Help



Lesson Introduction: (2 minutes)

If I told you that today's theme is called "Because of You," what feelings would that bring to your mind? (*Allow for response.*) Hopefully you thought that because of you, someone can feel a sense of hope or get help. Maybe you thought that because of you, the world can be a better place. However, for some it may have brought about feelings of guilt over times your actions have hurt someone. Or maybe because of your silence, someone has continued to suffer. Whatever the image, today we will examine how you can begin to have a positive impact. You will gain a deeper knowledge of the importance of diffusing bullying and identifying the key faculty members who support anti-bullying for *all* students.

Activity 1: Video "Honest Yearbook" (7 minutes)

Watch the video "[Honest Yearbook](#)" from the Ad Council (3:08)

Think about that video for a moment. What were the reactions of the students who helped those who were struggling? Did you notice in their reactions that they really didn't think they did that much? Because of you, someone could be saved. That's no exaggeration.

According to [Stopbullying.gov](#), bullying can occur anywhere and to any student. Research shows that students who are bullied are more likely to struggle in school and skip class. They are more likely to abuse drugs and alcohol, be depressed, and are at higher risk of suicide. There are so many detrimental and potentially life-altering effects. You can make a positive difference in the life of someone who is silently suffering. Your kindness and love can have an impact far beyond what you might think.

How to Help:

How might you know that someone is being bullied? (*Allow for response that includes some of the information that was covered in bullying lessons 1 & 2.*) The ease with which you recognize it may depend somewhat on if the bullying is "overt" or "covert." Overt means it's something obvious that happens in front of everyone. "Covert" is like a secret mission in which mistreatment or meanness is occurring but no one else seems to know about it. If you are the target of covert bullying, it's very important that you find someone that you trust to share your story. As we discussed in your cyberbullying lesson, addressing or blocking harmful posts is absolutely necessary for stopping that continuation/perpetuation of hate.

If you do recognize a bullying situation, there are various ways to respond. There are many things that witnesses to bullying can do to become upstanders:

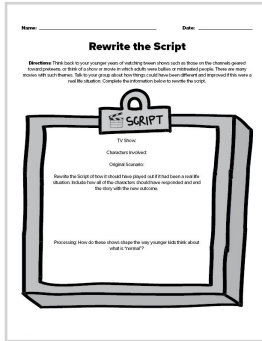
- Question the bullying behavior. Simple things like changing the subject or questioning the behavior can shift the focus.
- Use humor to say something funny and redirect the conversation.
- There is strength in numbers too! Bystanders can intervene as a group to show there are several people who don't agree with the bullying.
- Walk with the person who is the target of bullying to help diffuse potential bullying interactions.
- Reach out to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.
- MOST IMPORTANTLY - If you think someone is in danger - emotionally, socially, or physically - you must tell! You really never know the difference you could be making. It could be life saving!

Activity 2: Video "Bystander" (2 minutes)

Watch [StopBullying.gov](#) (1:39)

Core Lesson (cont)

Slide/Handout



Lesson Script/Talking Points

Handout: Rewrite the Script (7 minutes)

Work in groups to think back to your younger years of watching tween shows on channels geared toward preteens. Can you think of those channels or shows? You could also think of a show or movie in which adults were bullies or mistreated people. There are many movies with such themes. Talk to your group about how things could have been different and improved if this were a real life situation. Complete the information on the handout to rewrite the script.

Closing: Essential Question (12 minutes)

What role do you play in anti-bullying, and what is your responsibility within school and community to stop bullying? (Allow for responses.)

Today we learned that each of us plays a part in preventing bullying. We found out that over half of bullying incidents stop within 10 seconds if a bystander becomes an upstander. I am going to ask volunteers to share their re-written scripts now and as they do I want everyone to listen and identify the strategy that the bystander used to stop the bullying.

(After each volunteer shares, allow students to identify and discuss the strategy used in the new script. Expand the discussion by asking guided questions such as: Have you ever witnessed someone diffusing a bullying situation? Is this a technique you think you could use to diffuse a situation? Why or why not? What would you have done in this situation?) I hope that after today's lesson you realize that YOU are key to ending bullying.

References:

- "Honest Yearbook." Ad Council. Published on Sep 18, 2018. Retrieved from <https://www.youtube.com/watch?v=behpcYR6WKI>
- StopBullying.gov US Department of Health and Human Services. 200 Independence Avenue SW Washington DC 20201.

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Name: _____ Date: _____

Rewrite the Script

Directions: Think back to your younger years of watching tween shows such as those on the channels geared toward preteens, or think of a show or movie in which adults were bullies or mistreated people. There are many movies with such themes. Talk to your group about how things could have been different and improved if this were a real life situation. Complete the information below to rewrite the script.



TV Show:

Characters Involved:

Original Scenario:

Rewrite the Script of how it should have played out if it had been a real life situation. Include how all of the characters should have responded and end the story with the new outcome.

Processing: How do these shows shape the way younger kids think about what is “normal”?