

Objectives

By the end of this lesson, students will be able to:

- Describe the effects of being bullied
- Recognize the difference between bullying and joking around

Prep

Partners or small groups



Bold—Teacher's script

Italics—Anticipated student responses

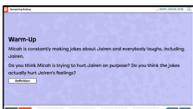
Vocabulary

- **Bullying** (n.) intentional physical, verbal, or social aggression. It's often repeated over time and occurs when there's a real or perceived power imbalance.
- **Aggression** (n.) hostile or violent behavior or attitudes towards someone
- **Physical bullying** (n.) hurting someone's body or possessions
- **Relational bullying** (n.) hurting someone's reputation or relationships, such as by excluding them
- **Verbal bullying** (n.) saying or writing mean things about someone

Warm-Up (5 min.)



1. Review the previous lesson: **In the last lesson, we identified three common types of in-person bullying. Can you remember what they are?** Give students think-time, then call on volunteers to respond. *Physical. Verbal. Relational.*
2. **Can you think of any actions that would be considered one of these types of bullying? For example, pushing someone could be an action of physical bullying.** Give students think-time, then call on volunteers to respond.
3. Set the purpose of today's lesson: **Today we'll learn about how being bullied affects people and how to tell the difference between bullying and joking around.**



4. **Bullying comes in different forms. Sometimes it's easy to see, but sometimes it's not. It's especially difficult when bullying takes place among friends. Consider this scenario.**
5. Read the Warm-Up prompt on the screen aloud.
6. Have students write their responses in the Warm-Up section of their handouts. If students need a reminder of the definition of bullying, click the button on the screen and read the definition aloud.
7. When they're finished, call on students at random to share their responses with the class.
8. If students don't think this scenario is bullying: **What do you think would make this an example of bullying?** *If Jairen's feelings are really hurt. If Micah starts encouraging other kids to make fun of Jairen.*
9. **As you can see, bullying is not always obvious. Sometimes you might have difficulty telling when a situation is bullying and when it's just joking around. But remember: Even if you're not trying to be mean, your words or actions can still hurt people's feelings.**

Video: Real Voices (3 min.)



10. One way to figure out if your “joking around” feels like bullying is to see how it affects the other person.
11. Introduce the video: **We’re going to watch a video that shows students talking about being bullied. As you watch, listen for ways being bullied affected them and their friends.**
12. Play the video.

Discuss (5 min.)



13. Read the question on the screen aloud.
14. Give students think-time, then call on students at random to respond. *Didn’t want to attend class. Didn’t want to face the bully. Had bad thoughts. Didn’t want to go to school. Scared for his safety. Scared his friends would “ostracize” (reject) him.*

Activity: Bullying or Joking Around? (7 min.)



15. **We’ve seen some ways being bullied can really affect people. Now we’re going to look at two scenarios that will help us think about the difference between joking around and bullying.**
16. **Let’s look at the first scenario.** Read the scenario and questions on the screen aloud.
17. Have students work in pairs or small groups to answer the questions about Scenario 1 in the Activity section of their handouts.
18. When they’re finished, call on students at random to share their responses with the class.
19. Click the button on the screen and read the answer aloud.



20. **Let’s look at the second scenario.** Read the scenario and questions on the screen aloud.
21. Have students work in pairs or small groups to answer the questions about Scenario 2 in the Activity section of their handouts.
22. When they’re finished, call on students at random to share their responses with the class.
23. Click the button on the screen and read the answer aloud.

Wrap-Up (5 min.)



24. Read the Wrap-Up prompt on the screen aloud.
25. Have students write their responses in the Wrap-Up section of their handouts. If needed, remind students to review their definitions of the different types of bullying at the top of their handouts.

Wrap-Up (cont.)

26. If time allows, call on volunteers to share their responses with the class.
27. Remind students to save their handouts.
28. Conclude the lesson: **Up to this point, we've mostly talked about how to recognize bullying that happens in person. In the next lesson, we'll dive deeper into cyberbullying, or bullying that occurs online. This is one of the most common types of bullying.**

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