

8 Great Lesson Plans to Help Combat Bullying And Cyber Bullying In Your Classroom

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Sample Anti Bullying Pledge

“I pledge not to use my hands or words to hurt other people. “(Very basic)

“I agree to stamp out bullying and all forms of violence. I believe that everyone should be able to enjoy our school equally, feel safe, secure, and accepted regardless of ethnicity, gender, popularity, athletic ability, intelligence, religion or nationality.”

Another Example:

This is for me, my friends today...And my friends tomorrow.
I think being mean stinks...I won't watch someone get picked on
Because I am a do-something person...not a do-nothing person,
I care and can help change things
I can be a leader; In my world there are no bullies allowed.
Bullying is bad...Bullying bites...
Bullying bothers me. I know sticking up for someone is the
right thing to do...My name is (your name)
And I won't stand by...
I will speak up when someone is being bullied

Create an Anti-Bullying Pledge For Your Class

1. Each student will write a sentence or phrase.
2. Have them write it on a piece of paper, (ex. 5"x6"piece).
All need to be the same size.
These pieces can be rearranged, as shown later.
3. Place all completed phrases in a shoe box (do not fold).
4. Pull out one at a time and read out to the class.
5. Have the students decide what order the phrases are to be arranged.
6. When all phrases are read and arranged and rearranged the final outcome will be the class pledge.
7. At the end of the final copy ask all students to sign.
8. Each month read the pledge and discuss why this pledge is important.

Bullying or Not...Start a Discussion - Scenarios

Ask if it is bullying or not

Scenario 1

A student is walking down the hall by him/herself. Another student who is leaning on a locker with a friend sneers and says to their friend, what a loser!" about the kid who just walked by.

Scenario 2

A girl reports to one of her best friends that she likes the new boy in their class. The friend tells the boy that her girlfriend likes him. He doesn't seem to care. The girl reports back to her friend that the boy thinks that she is stupid, then laughs at her for even thinking that this boy would like her.

Scenario 3

Several girls decide not to invite another girl to a party. They talk openly in front of her about the party and make it obvious that she is not invited.

Scenario 4

At a Halloween party, a student is taking a break and sits down at a table. The student is wearing a fancy costume. Two other students comment on the costume saying, "Your costume is STUPID. Did you make it yourself or what?" They laugh and walk away.

Scenario 5

One student writes a mean letter about another student in the class. The letter is passed on to several other students who read it, laugh and then pass it on.

Scenario 6

A student reports to a teacher that they saw someone vandalizing school property. The teacher asks the vandal about it. The vandal says that it wasn't him/her. Afterward the vandal approaches the original student and says, "I know it was you who told. I am going to get you after school you punk."

Scenario 7

A student walks into class where there is not assigned seating. His/Her usual seat is occupied. He says, "That's my seat." Get out of it."

Scenario 8

In a Physical Education class after clear instructions to throw the ball below waist level in a game of bombardment, a student intentionally throws the ball at another kid's head.

Talk To Your Students About This Important Topic and Ask For Examples

Ratting vs. Reporting

"Tattling is when you tell to get someone into trouble and you tell in front of others.

Responsible reporting is when you talk to an adult to get someone out of trouble and you talk with the adult in private."

"Tattling is when you tell to get someone into trouble and you tell in front of others.

Responsible action is when you talk with an adult if you are concerned about bullying or want to get someone out of trouble, and you talk with an adult in private."

Strategies for Classroom Use

Have a "**Something's Bothering Me Box**" in the class. This gives students an anonymous way of reporting bullying incidents (or any other concerns they may have), especially at the beginning of the year when trust might not yet be established. Set aside time to discuss issues as a class (without naming names) or with individuals as required. As all teachers know, positive reinforcement is almost always more successful than negative reinforcement in curbing students' "*bad*" behavior. Create opportunities for students to have their acts of kindness and respect reported and rewarded.

"Something's Bothering Me Box", have a **"Reporting Respect Box"** for student to share respectful things they did or saw others doing. Perhaps they stood up for themselves assertively but calmly in the face of a student who bullies. Perhaps they came to the aid of another student who was hurt or needed help. Perhaps they told a student who was bullying to leave that person alone. Take time each week to read respect reports with your students. Talk about other positive things the students could do in the incidents being discussed. Discuss things they might have done that would only have made matters worse.

Effective Listening Skills – Teach These To Your Student's

Ignoring – Basically being present physically with your mind on something else. The speaker is not aware of this but; the listener may have no memory of the conversation.

Pretend Listening – This is something that a person may do when they want to get off the phone with someone and the other person continues to talk. The listener usually responds with statements like; Right, right, yeah, got it.

Selective Listening – This is usually what is done with a three year old child. The premise here is if the listener paid attention to everything that was said they would spend all of their time listening. So they only listen when there is some type of critical information being shared.

Attentive Listening – The listener attends to the speaker with their ears, eyes, and body. They hear clearly but may not understand what is truly being said.

Empathic Listening – The listener pays attention with their ears, eyes, body, and mind and can truly understand the emotions of the conversation. This can also be called active listening or reflective listening and is a way of listening and responding to another person that improves mutual understanding and trust. It is an essential skill for third parties and disputants alike, as it enables the listener to receive and accurately interpret the speaker's message, and then provide an appropriate response.

And Then Have The Students Tell Their Own Bullying Story To A Class Member. The Idea Is To Determine Who Can Be An Empathic Listener

My Own Bullying Story

The students will write their own bullying stories. They can select from one of the following scenarios or all four and write about an experience from their life.

- **Describe a time when someone's words or behavior hurt you.**
- **Describe a time when you said or did something to hurt another person.**
- **Describe a time when you saw/heard bullying but didn't do anything about it.**
- **Describe a time when you saw/heard bullying and either got help or tried to stop it.**

Students will partner with another student and take turns telling their stories and practice the empathic listening skill from above. Ask the students how they knew they were understood by the listener. They will then pick one story that they can share with the class.

Some Cyber Bullying Vocabulary Review

The following are tactics used by cyber bullies against their targets:

Bashing – Using the Internet to make contact and commit direct verbal or visual attacks at any time. Cyber bullies may post comments on blogs or send text messages from a phone. They may also take photos of targets or steal a photo from an online source to alter images in damaging ways or add cruel or derogatory comments and post them online for others to see. One very concerning trend is the videoing of students being beaten, and then having these posted on video sharing sites.

Exclusion – Being excluded from participating in online activities with their peers, which can bring on feelings of rejection. Exclusion may occur in an online gaming environment, group blogging environment, or any other password-protected community. Exclusion may also occur in an instant messaging or text messaging environment when a cyber bully pointedly excludes their target from the buddy list of a group of students.

Flaming – A heated, short-lived argument that often includes offensive, rude and vulgar language, insults and sometimes threats. Flaming can occur via text or instant messaging, in blogs of social networking sites, chat rooms, discussion boards, or online gaming sites.

Outing – Disclosing secrets or personal and private information about the target that embarrasses or humiliates him or her. A common way to “out” someone is to forward a message from the target that contains intimate, personal information to others.

Posing – A form of indirect attack where a cyber bully creates Web sites pretending to be the target, or, using the target’s user access information, posts defamatory comments on other sites; when the cyber bully pretends to be the target and says mean things about the target’s friends, it can cause those friends to reject them.

Name that Tactic: After being introduced to the above list the students will be given the following scenarios and be asked to identify what tactic was used.

For the scenarios below, which bullying tactic (**posing, outing, flaming, bashing, exclusion**) is each an example of:

1. Tom and Jim had never liked each other, especially on the soccer field. After practice they would use electronic messages to send insults and call each other names. Finally, Jim told Tom he better watch his back at soccer practice the next day.

2. Sandy and Kim were fairly good friends, but Sandy was secretly envious of Kim because John was her boyfriend. One afternoon, they were working on a social studies project on the computer at Kim's house. Sandy watched Kim log onto her email and in the process discovered Kim's password and user name. Later, Sandy logged on to Kim's account and, pretending to be Kim, sent a hurtful message to her boyfriend.

3. Thomas was a fairly popular seventh grader. But he had been overweight most of his life and was sensitive about the other guys seeing him change clothes in the locker room. Seth, a new student having trouble making friends, used his cell phone to take a picture of Thomas with his shirt off in the locker room. By the time the next class started, this unflattering picture of Thomas was flying around school.

4. Alisha had tried really hard to fit in with a group of popular girls at school. She had a disagreement with the leader of this group and now the girls have all blocked her on their cell phone.

5. Sara was recently honored for her good grades. Kim, a girl who had been a friend of Sara's, felt she was getting stuck up, so she created a "Sara Thinks She's Better" Web-site. There, Kim with help from some friends, posted some unflattering jokes and untrue gossip about Sara.

Cyber Bullying Public Service Announcement

A Great Activity for Grades 7-12

With a partner prepare a public service announcement designed to create awareness about the topic of cyber bullying. In preparing this **announcement the participants should realize that an effective public service announcement is for the good of the community and it must:**

- **Attract the attention of your target audience (Create awareness and a need: to stop cyber bullying)**
- **Speak to the audience in their own language (use terms that parents and teachers can relate to)**
- **Relate to the audience's lives (Are their students or children being cyber bullied?)**
- **Deliver a single core message (STOP CYBER BULLYING)**
- **Deliver the message with clarity (To the point)**
- **Motivate the audience to act. (What can be done)**

The Great Debate: Social Media – Friend or Foe

Another Great 7-12 Grade Level Activity – Also promotes good listening skills

After researching both sides of the issue prepare to debate the topic of social media. One half, the Pro side, should prepare to defend the following statement: Social Media has allowed for greater convenience and has created an environment for people to get to know each other much more easily.

The other half, the Con side, should prepare to defend this statement: Social Media has invaded privacy and allows for individuals to bully and harass people at a much greater rate than in the past.

The debate begins with the Pro team presenting their case for 5 minutes. While the Pro team presents, the Con team should be developing challenge questions. The Con team has 10 minutes to ask rebuttal questions.

Now the Con team presents their case for 5 minutes and the Pro team challenges for 10 minutes.

Next there is a 15-minute preparation period for each side to construct their closing arguments. The Con team has 3 minutes to present their closing statements, followed by the Pro team closing statements. Perform a whole-class cheer or round of applause when the debate is completed.

From its inception technology has been used to create worldwide communication and convenience. Convenience being the keyword; anything can now be written to anyone at any

time. Cyber bullying is something that can be done anywhere at any time. What can be done to control the impulse that drives someone to bully on line or by using the social media?

Complete Elementary Anti Bullying Lesson Plan

This activity will remind students that no one deserves to be bullied and that everyone has a responsibility to report unkind acts.

Materials

- Classroom table
- bulletin board paper
- art supplies,
- paper lunch sacks

Procedures

Explain to students that the class will put on a puppet show to shed light on the problems associated with bullying. Let them know that in order to create a puppet show you all will need to identify a problem and a solution (or plot); a location (or scene); characters; and props.

First, ask students to define what a bully is to them. After listening to their definitions, ask students why they think some kids bully others. Have them explain how bullying makes the victim feel and perhaps even how the bully might feel after acting out. Write some of the key words, feelings and issues on the board.

Next, have students identify where bullying happens the most at your school (the cafeteria, the playground, in the hallway, etc.). If students discuss more than one location, take a vote by show of hands to determine which setting is most prone to bullying. Write their chosen location on the board.

Discuss with students ways in which they can stop a bully from picking on others. Ask them to explain the difference between tattling and asking an adult for help. Have students discuss the positive and negative outcomes of standing up for someone. Again, write their key words on the board.

As a class, decide on a cast of characters. This should include a main character (protagonist), a "bad guy" (antagonist), and a few supporting characters (perhaps an adult ally, and friends of both the protagonist and antagonist).

Next, create a basic dialogue or script for the puppet show. Using the concepts written on the board from the earlier group discussion on bullying, come up with a plot identifying a problem and a solution. Encourage students to come up with several character responses to each situation. For emerging readers, let students have a chance to narrate the puppet show or to play the roles themselves to interpret what was discussed without written word.

Once you've chosen characters and written a script, divide students into two groups. The first group should be responsible for creating the stage; the second group should be responsible for creating the puppets. Half way through the allotted time, let the groups switch roles so that everyone has a chance to work on the backdrop and everyone can create their own puppet.

For the first group, have students create the stage or scene for the puppet show. For instance, if the class decided that the playground is where bullying happens most often, then students should draw or paint images of the jungle gym, the sandbox, the swings, trees, etc. Next, create the stage by setting a rectangular table on its side on the floor and covering it with the illustration, taping the butcher paper to the table. If you don't have an extra table in the classroom, tape the illustration to the front of two desks pushed together.

In the mean time, let the second group create puppets using the paper lunch sacks as the base. Encourage them to get as creative as possible using a variety of materials to develop their characters. For example, they could use yarn for hair, buttons for eyes and tissue paper for lips.

Finally, put it into action! Consider inviting other classes to visit and watch your performance. Be sure to take turns with speaking roles, so that all children who want the chance can act out a problem and a solution to the bullying that happens at your school.

About 5 More Cyber Bullying Tactics

Cyber bullying is a term used to define recurrent and sustained verbal and/or physical attacks by one or more children towards another child who is unable or unwilling to deescalate the engagement using information and communication technology. Like classic bullying, cyber bullying is harmful, repeated and hostile behavior intended to deprecate and disparage a targeted child.

Bullying use to be confined to schools, neighborhoods or some small geographic location that the bullied child could leave and seek respite. With cyber bullying, the target child has no escape from the taunting and harassment afforded by the internet and mobile digital technology. Given the variety of methodologies cyber bullies use, which continues to expand, provided below are the ten most common.

1. **Exclusion:** Exclusion is a cyber bullying tactic that is highly effective and indirectly sends a provocative message to the target child without the need for actual verbal deprecation. As its well-known children and teens are developmentally fixated on being recognized by their peers, the process of designating who is a member of the peer group and who is not included can be devastating to the target child.
2. **Flaming:** Flaming is a term describing an online passionate argument that frequently includes profane or vulgar language, that typically occurs in public communication environments for peer bystanders to witness including discussion boards and groups, chatrooms and newsgroups. Flaming may have features of a normal message, but its intent is designed differently.
3. **Outing:** Outing is a term that includes the public display, posting, or forwarding of personal communication or images by the cyber bully personal to the target child. Outing becomes even more detrimental to the target child when the communications posted and displayed publicly contains sensitive personal information or images that are sexual in nature.
4. **E-mail Threats and Dissemination:** E-mail Threats and Dissemination is a cyber bully tactic used to inspire fear in the target child and then informing other members in the peer group of the alleged threat. The cyber bully sends a threatening e-mail to the target child and then forwards or copy & pastes the threatening message to others of the implied threat.
5. **Harassment:** Harassment is sending hurtful messages to the target child that is worded in a severe, persistent or pervasive manner causing the respondent undue concern. These threatening messages are hurtful, frequent and very serious. Although sending constant and endless hurtful and insulting messages to someone may be included in cyber stalking, the implied threats in harassment does not lead the target child to believe the potential exists the cyber bully may actually be engaged in offline stalking of the target child.
6. **Phishing:** Phishing is a cyber bully tactic that requires tricking, persuading or manipulating the target child into revealing personal and/or financial information about themselves and/or their loved ones. Once the cyber bully acquires this information, they begin to use the information to

access their profiles if it may be the target child's password, purchasing unauthorized items with the target child's or parents credit cards.

7. **Impersonation:** Impersonation or "imping" as a tactic in cyber bullying can only occur with the "veil of anonymity" offered by digital technology. Cyber bullies impersonate the target child and make unpopular online comments on social networking sites and in chat rooms. Using impersonation, cyber bullies set up websites that include vitriolic information leading to the target child being ostracized or victimized in more classic bullying ways.

8. **Denigration:** Denigration is used in both classic and cyber bullying, denigration is a term used to describe when cyber bullies send, post or publish cruel rumors, gossip and untrue statements about a target child to intentionally damage their reputation or friendships. Also known as "dissing," this cyber bullying method is a common element and layer involved in most all of the cyber bullying tactics listed.

9. **E-mail and Cell Phone Image Dissemination:** Not only a tactic used in cyber bullying, but a form of information exchange that can be a criminal act if the images are pornographic or graphic enough depicting under aged children. Children can receive images directly on their phones and then send them to everyone in their address books. Of all cyber bullying methods, this tactic, which serves to embarrass a target child, can lead to serious criminal charges.

10. **Images and Videos:** Briefly described in Happy Slapping, the usage of images and video recording has become a growing concern that many communities, law enforcement agencies and schools are taking seriously. Due in part to the prevalence and accessibility of camera cell phones, photographs and videos of unsuspecting victims or the target child, taken in bathrooms, locker rooms or in other compromising situations, are being distributed electronically. Some images and videos are emailed to peers, while others are published on video sites.

