



Grade 7 Sample Lesson Plan: Take a Stand, Lend a Hand – End Bullying

Objectives/Goals

- To explore the experience of a bully free school
- To identify bullying
- To become aware of how to respond to bullying as an individual
- To become aware of how to respond to bullying as a bystander
- To understand what empathy is and reflect on one's own experience with empathy.
- To advocate for a bully free school

Materials

- [To This Day Video Poem](https://youtu.be/ltun92DfnPY) by Shane Koyczan <https://youtu.be/ltun92DfnPY>
- [Brene' Brown on Empathy](https://youtu.be/1Ewgu369Jw) <https://youtu.be/1Ewgu369Jw>
- [Empathy Reflection worksheet](#)

Procedure

- Establish Ground Rules - There are many ways to do this and hopefully you have created expectations for a safe and respectful learning environment. When talking about bullying it is especially important that people have a sense of safety in the classroom. Below are a

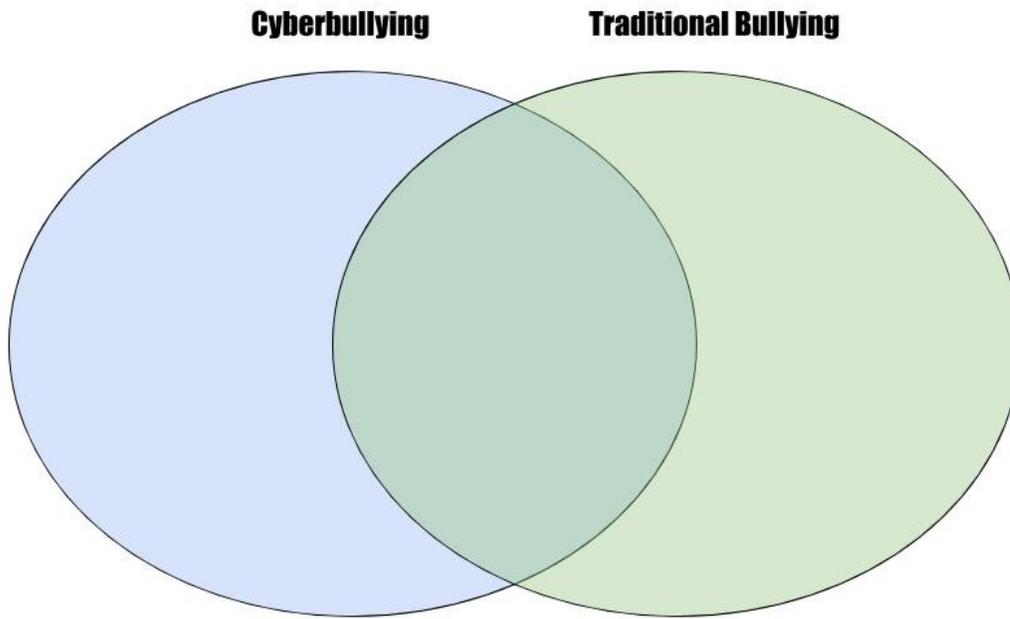
few guidelines to help with this lesson, but it is ideal to have student input and not just a list of rules from the teacher.

- Listen to each other (One Mic Rule)
- No put downs or name calling
- Questions are welcomed
- Respect each other

Part 1 - Understanding Bullying

- Hook - Show this video poem "To This Day" by Shane Koyczan - <https://www.youtube.com/watch?v=ltun92DfnPY>
- Here are some questions to have students process the clip. You could do a Think-Pair-Share
 - *Why do people bully?*
 - *What does bullying mean to you?* Take some student ideas. Here you can help define bullying with this definition: *Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.* Emphasize that it is often about power and control over another person.
 - *How do people bully others?*
 - *What's your definition of beauty, and how can defining beauty for ourselves help stop bullying altogether?*
- Next, connect the topic of bullying to your students and your school environment. Ask students the following question(s)
 - *Do you think bullying is a problem at our school?* Share this statistic from the Youth Risk Behavior Survey (YRBS) from 2017. Keep in mind this is high school data
 - Next ask how students to *predict how many students felt unsafe to come to school as a result of bullying?* Then share this statistic from the YRBS (2017).

- Emphasize that bullying is not just something that takes place in person, but online. There is likely a perception that more bullying occurs electronically than in person, but there is a chance that your students' perception of how many teens get bullied electronically is much higher than the actual number reported on the YRBS.
 - Define cyberbullying - *Cyberbullying is an alternative label for online bullying, and describes bullying carried out through the internet and mobile devices.*
 - Ask, *how many students were cyberbullied across the country in the 12 months prior to the survey?*
- Go over some of the figures and ask students *if they found anything surprising? Do you think there are more at-risk groups than others?* (i.e. students of color, students who identify as LGBTQ, students with special needs, etc.)
- Next, go over the terms:
 - Target - The person who is being bullied
 - Bully or Aggressor - The person who is trying to hurt or control others
 - Bystander - Someone who sees or knows about bullying, harassment or violence'
 - that is happening to someone else and does not do anything about it
 - Ally - Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.
- Have students think about these terms and apply critical thinking by completing the following Venn Diagram activity:
 - In what ways does cyberbullying differ from traditional bullying? How are they similar? Please fill in the Venn Diagram by giving examples. Think about the role of the aggressors, targets, and bystanders in each. Come up with at least 4 examples in each.



- Once students have had a chance to come up with some ideas, some questions to consider for discussion could be:
 - *What is the difference between traditional bullying and cyberbullying?*
 - *How are they similar?*
 - *Would you rather be bullied electronically or in person?*

Part 2 - How to Respond to Bullying (as an Individual and Bystander)

- Have students generate ideas to the following question: *What should you do if you are being bullied or witness bullying as a bystander?*

- Some suggestions from the ADL include:
 - Support targets whether you know them or not
 - Don't participate
 - Tell aggressors to stop
 - Inform a trusted adult
 - Get to know people instead of judging them
 - Be an ally online
- You could do some role play here if that is something you are comfortable with. Another idea that is a bit more straightforward is to have students come up with realistic responses to these suggests from the ADL:
 - Stop the Behavior Immediately ("Cut it out! Using language like that is no joke." "That's not cool." "Please keep your hands to yourself.")
 - Ask Questions that Cause Aggressors to Consider their Actions "What did you mean by what you said?" "I'm sorry, I don't understand why you would say that." "That was really mean. Why did you say that?"
 - Communicate the Impact of the Behavior on You by Sharing Your Feelings "I'd appreciate it if you didn't say that word around me because I think it's offensive."
 - Ask an Adult (Teacher, Nurse, Guidance Counselor, Administrator, Parent, etc.) to Intervene by
 - asking the aggressor to stop the behavior and apologize to the targeted student
 - communicating and reinforcing the school policies or class ground rules on bullying and harassment
 - taking appropriate action and enforcing procedures outlined in school policies or class ground rules
 - creating a learning opportunity in which students learn the harmful impact that bullying and harassment has on individuals and the school community

Part 3 - Getting Students to Understand Empathy

- Ask students to define the word "Empathy" - Answers will vary. Use this definition so everyone is on the same page: *A person has the ability to care and recognize the feelings of others, especially*
Health Smart Virginia Sample Lessons

in difficult situations.

- Next, ask student to *think about or discuss the difference between empathy and sympathy.*
- Now have students view the 2:54 video clip by [Brene' Brown on Empathy](#) and have them complete the following [Empathy Reflection worksheet](#) .
- Use the questions from the worksheet to deepen the discussion and get students to connect why empathy is important in bullying prevention.
- Some key takeaways to stress with students on Empathy
 - It's about "perspective taking"
 - staying out of judgement
 - recognizing emotion in other people
 - and communicating that with people (part c)
 - According to Brene' Brown, one of the best things you can say to someone is "*I don't know what to say right now, but I'm glad that you told me.*" (Rarely can a response make something better...what makes something better is connection.)

Part 4 - Bullying Advocacy Campaign - Take a Stand, Lend a Hand

- To check for student understanding and have them develop the skill of health advocacy you can have them complete this individually or with a partner. [Health Advocacy Campaign Bullying assessment](#)

References

- [Health Advocacy Campaign Bullying assessment](#)
- [Empathy Reflection worksheet](#)
- Brene' Brown Video Clip on Empathy - <https://www.youtube.com/watch?v=1Evwgu369Jw> (2:54)
- [Stopbullying.gov](#)
- [Anti-Defamation League - ADL.org](#)
- Bullying No Way - <https://bullyingnoway.gov.au>
- Andy Horne, 2018

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Health Advocacy Campaign

Topic: Bullying

Your task is to create an advocacy campaign to prevent bullying in school and online.

Option 1: Advocacy PSA Video

- Create an informational video 1-2 minutes long explaining key points on how bullying affects health and safety.
- Research valid information to include in your video, cite at least one source
- Provide at least 3 actionable steps one could take to prevent bullying in school and online.
- Include one catchy slogan to help people remember your message

Option 2: Advocacy Poster

- Create a poster on bullying explaining key points on how bullying affects health and safety.
- Research valid information to include in your poster, cite at least one source
- Your poster should be neat and colorful
- Provide at least 3 actionable steps one could take to prevent bullying in school and online.
- Include one catchy slogan to help people remember your message
- Here is a resource to help you do this
 - <http://canva.com/>

Option 3: Advocacy Podcast

- You will write a script and record a 1-2 minute podcast explaining key points on how bullying affects health and safety.
- Research and include valid information in your podcast, cite at least one source
- Provide at least 3 actionable steps one could take to prevent bullying in school and online.
- Your podcast should have basic music in the intro and outro....possibly in between transitions.
- Include one catchy slogan to help people remember your message
- You might want to use Garageband or Audacity to record your podcast.

Learning Targets:

7.1U Explain how bullying affects health and safety

7.3S Create a campaign to prevent bullying in school and online

Rubric

Criteria	4	3	2	1
<i>7.1U Explain how bullying affects health and safety</i>	The explanation of how bullying affects health and safety is accurate, at least one source is cited.	The explanation of how bullying affects health and safety is mostly accurate, one source is cited.	The explanation of how bullying affects health and safety is somewhat accurate, no source is cited.	The explanation of how bullying affects health and safety is inaccurate or lacking evidence, no source cited.
<i>7.3S Create a campaign to prevent bullying in school and online</i>	The creation of a campaign to prevent bullying in school and online is accurate with actionable steps to help reduce or prevent bullying in school and online.	The creation of a campaign to prevent bullying in school and online is mostly accurate with actionable steps to help reduce or prevent bullying in school and online.	The creation of a campaign to prevent bullying in school and online is somewhat accurate with actionable steps to help reduce or prevent bullying in school and online.	The creation of a campaign to prevent bullying in school and online is inaccurate or not evident and lacking actionable steps to help reduce or prevent bullying in school and online

Feedback:

Reflection for Improvement:

Name: _____ Period: _____

Empathy Reflection

How would you define empathy?

How is it different than sympathy?

Now, watch the Brene' Brown Video on Empathy - <https://www.youtube.com/watch?v=1Evwqu369Jw> (2:54)
How would you summarize the main message?

How did Brene Brown's explanation of empathy differ than yours or what you thought?

Why is the "silver lining" not empathy?

What is your take away from this video?

Reflect on your own empathy

What role has empathy played in your life? Discuss a time when you have experienced empathy or witnessed empathy.

How did it make you feel?

Who is the most empathetic person you know? How does it make you feel to be around this person?

Do you think there are negative associations with empathy? Can it be seen as a weakness? Is it possible to have too much empathy?

Do you try to incorporate empathy into your daily life? How do you do this

Taking a Stand

A Student's Guide to Stopping Name-Calling and Bullying

Incidents of name-calling and bullying can be complicated. Whenever you are a bystander and feel you want to do something to help, consider the following guidelines:

1. **Decide if you need to respond immediately or if action can wait until later.**

Sometimes immediate involvement is necessary. Other times, waiting to talk with the aggressor can prevent possible embarrassment of all students involved. Consider alternate strategies and take time to calm down. Talk with targeted students about what would be helpful to them. If you wait to take action, make sure that the targeted students know that you support them and tell them what you intend to do.

2. **Assess the potential safety risks if you take action right away.**

When intervening in incidents of name-calling or bullying, never jeopardize your own safety or the safety of others. If you don't feel comfortable or are unsure of the safety of addressing an incident, tell an adult who can intervene either immediately or at a later time. Always consider the impact on the targeted student if you confront students who are engaging in bullying or name-calling their peers. Immediate intervention can attract the attention of those nearby, and may cause embarrassment and a safety risk for targeted students.

3. **Determine if the situation requires adult assistance,**

When a targeted student is in immediate danger or the situation cannot otherwise be resolved

among classmates, seek out the assistance of an adult. A teacher, nurse, guidance counselor, administrator, parent, etc., can assist in taking consistent and appropriate action against aggressors.

4. **Assess the targeted student's needs, including physical and emotional safety.**

Whenever possible, take time to talk privately with students who have been the targets of name-calling and bullying. Determine their feelings and ask what you can do to help and support them. If they feel uncomfortable with the assistance of a classmate, suggest they ask an adult to intervene.

5. **Commit to providing support to targeted student after the incident.**

The effects of repeatedly being the target of name-calling and bullying can last long after the incident is forgotten by other students. Whatever action you choose to take, commit to offering support to students who are the targets of name-calling and bullying. These behaviors have a negative impact on all students. The presence of allies who are willing to provide support is an effective means to promote a more respectful school environment.

Remember that immediate intervention is not always the best course of action. You must assess the safety of the situation and comfort level of the targeted student. Once you have determined the situation is safe, consider the following suggestions for interrupting name-calling and bullying:

Stop the Behavior Immediately

"Cut it out! Using language like that is no joke."
"That's not cool."
"Please keep your hands to yourself."

Ask Questions that Cause Aggressors to Consider their Actions

"What did you mean by what you said?"
"I'm sorry, I don't understand why you would say that."
"That was really mean. Why did you say that?"

Communicate the Impact of the Behavior on You by Sharing Your Feelings

"I'd appreciate it if you didn't say that word around me because I think it's offensive."

Ask an Adult (Teacher, Nurse, Guidance Counselor, Administrator, Parent, etc.) to Intervene by:

- asking the aggressor to stop the behavior and apologize to the targeted student
- communicating and reinforcing the school policies or class ground rules on bullying and harassment
- taking appropriate action and enforcing procedures outlined in school policies or class ground rules
- creating a learning opportunity in which students learn the harmful impact that bullying and harassment has on individuals and the school community

BE AN ALLY

TAKE ACTION. STOP BULLYING.

Here are some simple things you can do to be an ally to targets of name-calling and bullying. And remember—always think about your safety first when deciding the best way to respond.

1. Support targets, whether you know them or not.

Show compassion and encouragement to those who are the targets of bullying behavior by asking if they're okay, going with them to get help and letting them know you are there for them. Ask what else you can do and make sure they know they're not alone.



2. Don't participate.

This is a really easy way to be an ally because it doesn't require you to actually do anything, just to not do certain things—like laugh, stare or cheer for the bad behavior. By refusing to join in when name-calling and bullying occur, you are sending a message that the behavior is not funny and you are not okay with treating people that way. The next step is to speak up and try to put a stop to the hurtful behavior.

3. Tell aggressors to stop.

If it feels safe, stand tall and tell the person behaving badly to cut it out. You can let them know you don't approve on the spot or later during a private moment. Whenever you do it, letting aggressors know how hurtful it is to be bullied may cause them to think twice before picking on someone again.

4. Inform a trusted adult.

Sometimes you may need extra help to stop the bullying. It's important to tell an adult who you trust so that this person can be an ally to you as well as the target. Getting someone out of trouble is never "tattling" or "snitching." So don't think twice—reach out to a parent, teacher, guidance counselor, coach or someone else who will get involved.

5. Get to know people instead of judging them.

Appreciate people for who they are and don't judge them based on their appearance. You may even

find that they're not so different from you after all.



6. Be an ally online.

Bullying happens online, too, and through the use of cell phones. Looking at mean Web pages and forwarding hurtful messages is just like laughing at someone or spreading rumors in person. It is just as hurtful, even if you can't see the other person's face. All the rules above are just as important to follow when texting or emailing. So online and offline—do your part to be an ally to others.

Other Resources

[Taking A Stand: A Student's Guide to Stopping Name-Calling and Bullying](#)

[Internet Safety Strategies for Youth](#)

For more information about the Anti-Defamation League's efforts to combat bullying, go to www.adl.org/combatbullying.