NO ROOM FOR BULLIES

LESSON PLANS FOR GRADES 9-12
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**LESSON 3 – Bystanders**

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<th>OBJECTIVE</th>
<th>Students will understand their role as bystanders and how they can safely intervene and make a positive difference in the bullying cycle.</th>
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<tbody>
<tr>
<td>MATERIALS</td>
<td>• Whiteboard or flipchart&lt;br&gt;• Handout – “Bullying and Bystanders”&lt;br&gt;• Handout – “Good Samaritan Law”</td>
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<tr>
<td>STEPS</td>
<td>1. Begin the lesson by describing who bystanders are and what they do. Here are some talking points you can share with your students: &lt;br&gt;&lt;br&gt;Research indicates that 88 percent of bullying incidents (excluding cyberbullying) are witnessed by others. A small percentage of the witnesses may include a bully’s “henchmen,” the clique of friends or followers who tag along with or help the bully. Most witnesses, however, are bystanders. They include peers, teaching staff, or other adults such as parents. Research also shows that when bystanders intervene in an appropriate way, more than half of the bullying situations immediately stop. Unfortunately, bystanders rarely step up and get involved. There are many reasons why bystanders choose to ignore or stay out of bullying situations. &lt;br&gt;&lt;br&gt;These reasons can include:&lt;br&gt;• Believing the situation is none of their business&lt;br&gt;• Believing the victim deserves it&lt;br&gt;• Fearing if they intervene, they’ll become a target&lt;br&gt;• Believing nothing will happen even if they tell an adult and not wanting to be labeled a snitch or narc.</td>
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</table>
2. In small groups or with partners, have students answer the six questions below. You can write the questions on the whiteboard or flipchart, or distribute the “Bullying and Bystanders” handout to the groups.
   - How often do you see bullying in school?
   - List at least one area where you see bullying take place often.
   - Describe one incident when you saw someone step in or when you got involved in a bullying situation. What happened?
   - List one positive outcome you have experienced or witnessed when someone got involved in a bullying situation.
   - List one negative outcome you have experienced or witnessed when no one got involved in a bullying situation.
   - Describe a safe way to get involved in a bullying situation.

3. Ask the groups to share their answers aloud; then facilitate a discussion around their responses, making connections to the research (talking points) you shared at the start of the lesson.

**HOMEWORK/FOLLOW UP**
Hand out the “Good Samaritan” worksheet. Have students read, discuss, and complete the worksheet to learn how to safely tell an adult about a bullying incident.

**EXTENSIONS/ALTERATIONS**
You can extend this lesson by discussing the Good Samaritan Law or having students research the law prior to the lesson. (Ideal for academic projects and classes about government, civics, and ethics.)
PART I: THE BULLYING CRISIS

UNIT 3

The Strain and Pain of Bullying
## Lesson 6 – Effects on Bystanders

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will learn to identify and understand the various effects bullying has on bystanders.</th>
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</table>
| Materials       | • Video/DVD  
|                 | • Television/Interactive whiteboard                                                           |
| Steps           | 1. Ask students to raise their hands if they ever witnessed (saw or overheard) or were told a story about bullying.  
|                 | 2. Ask for volunteers to describe how they felt – mad, sad, scared, insecure, nervous, cautious, or happy – when they saw, heard, or were told about the bullying incident.  
|                 | 3. Ask the volunteers what, if any, affect the situation or story had on how they behave around certain people or in certain situations.  
|                 | 4. Lead a brief discussion about bullying’s negative effects on bystanders.                     |
| Extensions/Alterations | Show a clip from a teen movie, TV program, or YouTube video that captures a bullying incident. Suggested movies include *Mean Girls, The Karate Kid, Back to the Future, The Breakfast Club, Spider-Man, Transformers,* and *Napoleon Dynamite.*  
|                 | **NOTE:** Use discretion, as some content may not be suitable for all audiences.                  |
|                 | After viewing the clip, ask students to describe how they felt watching the scene. For example, did they feel sad, angry, confused, uninterested, scared, or happy? |
### LESSON 7 – Effects on Bullies

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>Students will be able to recognize and understand the long-term dangers of being a bully.</th>
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<tbody>
<tr>
<td>MATERIALS</td>
<td>• Interactive whiteboard or flipchart</td>
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<tr>
<td>STEPS</td>
<td>1. Prior to starting this two-part activity, determine how much time (number of days) you will allow students to find and review research studies about the effects of bullying.</td>
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<td>2. <strong>Part One</strong>: Lead a discussion about the seriousness of bullying. Ask students to share their thoughts on what they think some of the long-term effects of bullying are on victims and bystanders. Use this discussion as a review of previous bullying lessons. Encourage participation by reinforcing the students’ responses.</td>
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<td>3. Ask students to find research studies about the long-term negative consequences of bullying behavior. Assign a day for students to share what they learned from their literature review (Part Two). Negative consequences may involve issues of guilt, higher rates of domestic abuse and incarceration, and unhealthy relationships.</td>
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<td>4. <strong>Part Two</strong>: Divide students into small groups and have group members share with one another what the research says. Allow 10 to 15 minutes for discussion.</td>
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<td>5. Have the groups share what they learned, and record their responses on the whiteboard or flipchart. Follow up with a class discussion about the long-term effects of engaging in bullying behavior. Effects can involve future relationships, choices, and employment opportunities.</td>
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| STEPS (continued) | 6. After you have recorded responses under all three headings, go back and talk about a bully’s feelings. Start the discussion by asking students if they think the feelings bullies have toward their victims result from nature or nurture. In other words, do bullies lack empathy and respect for their victims because that’s just the way they are, or is their disregard for others a trait they learned from their environment and the role models in their lives. Encourage students to pull information they learned from previous bullying lessons to shape their answers.  
7. Wrap up the lesson by reviewing many of the social skills students learned in previous lessons, including “Resisting Negative Peer Pressure,” “Showing Concern for Someone Who Is Being Hurt,” “Setting Appropriate Boundaries,” and “Tolerating Differences.” |
| HOMEWORK/ FOLLOW UP | As homework, have students write an action plan describing what they can do to make sure the social climate of their school is welcoming and safe for all students. |