



Content Activity #1 Vocabulary Builders

APPROXIMATE TIME: 5 MINUTES

Directions: Use the *Vocabulary* overhead (pg. III-10) to teach the terms and definitions.

Vocabulary

Term	Definition
Bullying:	Bullying occurs when someone keeps doing or saying something to have control or power over another individual.
Physical Bullying:	The physical actions (e.g., hitting, kicking, tripping, damaging a person’s property, taking money) by a bully.
Relational Bullying:	Social or emotional actions (e.g., spreading rumors, isolating or excluding another person to cause hurt) by a bully.
Advocate:	A person who speaks up and defends a person or a group of people from being unfairly hurt or mistreated.

As the definitions are given, you can give examples or ask students to give examples. You can say:

- *In our first warm-up activity, we started by asking the question “What is school violence?” Why do you think most people associate bullying with physical actions?*
- *Another type of bullying is called “relational bullying.” What are some examples of this type of bullying that are not listed on the overhead?*
- *Which type of bullying – physical or relational – do you personally feel is most hurtful? Why?*
- *The term “advocate” refers to a person who is able to speak up for a certain cause and/or defend a person or a group of people from being mistreated. Who are some advocates (e.g., Dr. Martin Luther King, Jr., Christopher Reeve, Helen Keller, Jackie Robinson) that you are aware of and what did they do?*

Content Activity #2 Invisible Weapons, Part 1

APPROXIMATE TIME: 15 MINUTES

Directions: Show the *Invisible Weapons, Part 1* video to the class. This video examines the lives of several teens as each one copes with concerns related to bullying. The stories are real, not acted, so remind your students to view the video in a respectful and thoughtful manner.

- *Once again, I would like to thank you for showing such a mature attitude in our opening discussion on the topic of bullying. As we watch this video, teens will tell their stories of being bullied and/or having a loved one bullied by others. Bullying is a very real problem at most schools, so let’s take this topic seriously.*

Bullying



Content Activity #3 *Classroom Discussion*

APPROXIMATE TIME: 10 MINUTES

Directions: After viewing the video, lead the class through the following discussion questions.

1. *What are “invisible weapons?”*
2. *The video suggests that girls are more likely to use these “invisible weapons” than guys. Is this true in general? Why or why not?*
3. *Sometimes people who are being bullied are reluctant to ask for help. Why?*
4. *What would you do if you were being bullied or knew a friend who was being mistreated?*
5. *As a teenager, do you think that bullying is a simple or complicated problem? Why?*
6. *Of all of the facts or stories about bullying that were mentioned in the video, what is the most important thing you will take away from watching it? Why was it the most important?*

Tips for Facilitating Discussion Questions

1. **Pause or wait before calling on a student to answer:** After asking a question, pause before calling on the first student. This allows all students to process the question. Teachers who use a wait time of as little as three seconds have reported an improvement in the quality and quantity of student responses. This technique also has a positive effect on shy, unprepared and under-motivated students.
2. **Call on students to restate the answer in their own words:** Another effective strategy is to randomly call on students to summarize or restate a question in their own words. This helps keep all students accountable for learning.

Bullying



Warm-Up #1 *Review of Invisible Weapons Part 1*

APPROXIMATE TIME: 3 MINUTES

Directions: Ask the class questions about the *Invisible Weapons* – Part 1 lesson and their homework assignments.

- *Who can recall one of the three warm-up activities we did at the beginning of the 1st session about Invisible Weapons? (Possible Answers:* Discussion on bullying, Secret Words, Can You Really Read This?)
- *Good job! You were also given a short homework assignment to make a Learning Log (pg. III-12) entry listing some examples of the “invisible weapons” (e.g., name calling, spreading rumors) you have seen at our school and what do you feel should be done about it. Who would share what you wrote? Call on several students to share what they have written in the learning log.*

Warm-Up #2 *Class Share-Out*

APPROXIMATE TIME: 7 MINUTES

Directions: Using a large sheet of chart paper (or the blackboard), make a large ***K-W-L-H chart*** like the one below. Using the ***K-W-L charts*** from Part 1, ask for examples of what students know, want to know, and have learned about the general topic of bullying. Write down key words for the different examples until the chart has 4-5 items in each of the first three columns. Leave the last column (H – How to get help or more information) blank.

When the first three columns are complete, explain that the fourth column, H, refers to how to get help or more information. In other words, the names of people or resources to contact for help.

K	W	L	H

Ask students to brainstorm a list of people or other resources they could contact for help with bullying.

You can say:

- *Who could you talk to if you wanted to discuss a personal problem or concern related to bullying?*
- *Who could you talk to if you were concerned about a friend who was being bullied?*

Bullying



Warm-Up #2 *Class Share-Out (continued)*

Write the names of these individuals on the blackboard. After 8-10 people or resources have been listed, ask: *Which of these individuals or resources would be the most accurate and helpful? For example, your older brother or sister may or may not always be the best resource for giving advice on complicated personal matters. It may be better to ask a parent, school counselor or other trusted adults.*

Circle the names of those people or resources the students identify as being the most helpful. Provide the actual names and phone numbers of the school's student support staff (i.e., counselors, social workers, school nurses, psychologists and local community hotline) as a part of this resource list. For example:

H (How Can I get help or more information?)
<ul style="list-style-type: none"> • Parents • School counselor • Teen Hotline • Family physician • School nurse • Teacher • Coach

Fill in this information under the H column on the ***K-W-L-H chart***. Keep this chart in the room for reference.

Bullying