

BULLY PREVENTION 101

Middle and High School Resource Guide



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Bullying Prevention 101:

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Section Three: Judgement Free Generation

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SLIDE 1 | Introduction

Section Three: Judgement Free Generation

Advocacy and self-advocacy in action: Bringing kindness, acceptance, and inclusion into the school and community each day

Slide #2: Did You Know? How often will a bullying situation end when a peer intervenes?

Slide #3: Video: What's Inclusion and Why Does It Matter?

Slide #4: Video: What Should You Do? Peer Advocacy

Slide #5: Video: What Should You Do? Ways To Be There

Slide #6: Handout: Kindness Conversation Two: "Witnessing a Fight"

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SLIDE 2

peer intervenes?

Did You Know? How often will a bullying situation end when a

- A. 78%
- B. 57%
- C. 23%
- D. 12%

Objective: Help students understand the opportunity they have to address and prevent bullying. Begin each section with a classroom question, followed by insight and education into the answer.

Talking Points:

Ask students to respond either (1) in class or (2) or online at <https://www.surveymonkey.com/r/PeerIntervenes>

Answer: B: 57%. More than half of bullying situations (57%) stop when a peer intervenes on behalf of the student being bullied

Naturalistic Observations of Peer Interventions in Bullying,

D. Lynn Hawkins, Debra J. Pepler, York University and Wendy M. Craig, Queen's University

Discussion Questions

- Did this number surprise you? Did you think it was higher or lower?
- Why do you think peers have such a power influence in addressing and preventing bullying?

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SLIDE 3

What's Inclusion, and Why Does It Matter?

Objective: This video explains inclusion and how it relates to addressing and preventing bullying

Talking Points:

1. Provide the video description:

Description: Students who are considered different are often left out, either unintentionally or on purpose. When someone is isolated, alone, and without peer support, they are more vulnerable to being bullied. This video defines the concept of inclusion and provides ideas for being inclusive.

2. Show the video. The length is four minutes:

Access video through these websites:

Website: <http://www.pacer.org/bullying/video/player.asp?video=122>

YouTube: <https://www.youtube.com/watch?v=IDGImtgulh0>

3. Follow up with discussion questions:

- How does being inclusive of others intersect with preventing and addressing bullying?
- What are ways to be inclusive of others?

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Video: What Should You Do? Peer Advocacy

Objective: This video helps students think through responses to a real life bullying scenario.

Talking Points:

1. Provide the video description:

Description: Students with disabilities are bullied at a much higher rate than their nondisabled peers. This video shares a bullying scenario involving a student with down syndrome, then explores ways to advocate on the behalf of someone else.

2. Show the video. The length is 7 minutes:

Access video through these websites:

Website: <http://www.pacer.org/bullying/video/player.asp?video=120>

YouTube: <https://www.youtube.com/watch?v=wj4BOMx7uAI>

3. Follow up with discussion questions:

- What are other ideas to address the situation?
- What are other ways to be supportive of the person being bullied?
- Is it ever appropriate to confront the person bullying?

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SLIDE 5

Video: What Should You Do? Ways To Be There

Objective: This video helps students think through responses to a real life bullying scenario.

Talking Points:

1. Provide the video description:

Description: A lot of bullying happens outside the view of adults, and it's not always easy knowing what to do or how to respond. This video shares a bullying scenario involving a student on a school bus. It then explores options to advocate for others.

2. Show the video. The length is 6 minutes:

Access video through these websites:

Website: <http://www.pacer.org/bullying/video/player.asp?video=115>

YouTube: <https://www.youtube.com/watch?v=EVbBdfJgbc4>

3. Follow up with discussion questions:

- What are other ideas to address the situation?
- If bullying happens when an adult is not around, should the situation still be reported?
- Is it ever appropriate to confront the person bullying

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SLIDE 6

Handout: Kindness Conversation One: “Being Bullied”

Objective: Provide students with an opportunity to explore responses to real life scenarios.

Talking Points:

- Present each scenario.
- Encourage students to talk through what would happen with each of the options.
- Under Option 5, ask if anyone has other ideas on how to best respond.

Note: The concept is not about telling students what do, but to have them think through each of the response. Through dialogue, students can discuss why some options are more helpful than others.

Conversation One: Being Bullied

You are in class one day and the teacher asks a question. You raise your hand to answer the question, but your answer isn't correct. Another student that sits behind you laughs and says, “That was such an easy question.” The comment makes you feel bad, but you don't say anything back. Later that day during lunch, the same student and their friends are laughing and pointing at your direction. They walk by your table and say, “Don't raise your hand in class anymore. You just waste everyone's time.”

What should you do?

Option 1: Ignore the hurtful comments and hope that it stops. You don't want to be considered a snitch.

Option 2: Respond by saying, “Oh yeah, like you should talk? You didn't even pass the last test.”

Option 3: Try to avoid them at school.

Option 4: Talk with your parents or a trusted adult to get their advice on how to handle the situation.

Option 5: Other ideas?

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SLIDE 7

Handout: Kindness Conversation Two: “Witnessing a Fight”

Objective: Provide students with an opportunity to explore responses to real life scenarios.

Talking Points:

- Present each scenario either by (1) showing on slide and reading out loud, or, (2) providing a copy of the handout.
- Encourage students to discuss what would happen with each of the options.
 - One idea is to separate into groups of 5 to 8 students.
 - After the discussion, invite groups to share what they think could happen with each response.
- Under Option 5, ask if anyone has other ideas on how best to respond.

Note: The concept is not about telling students what do, but to have them think through each of the responses. Through dialogue, students can discuss why some options are hurtful, and then focus on the option that is most helpful and the best thing to do.

Kindness Conversation Two: Witnessing a Fight

You’re walking to the bus one day after school when you see a crowd of students and walk over to see what’s happening. As you get closer, you realize that a group of students are threatening to beat up a younger student at school. All of a sudden, the group of students starts shoving and punching the younger student. Many other students are watching and cheering it on.

What should you do?

Option 1: Try to get in the middle of the fight to break it up.

Option 2: Watch the fight and cheer it on with everyone else.

Option 3: Walk away quickly and ignore what’s happening.

Option 4: Find an adult nearby and tell them immediately about what’s happening.

Option 5: Other ideas?

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SLIDE 8

Handout: Kindness Conversation Three: “Meeting New Students”

Objective: Provide students with an opportunity to explore responses to real life scenarios.

Talking Points:

- Present each scenario either by (1) showing on slide and reading out loud, or, (2) providing a copy of the handout.
- Encourage students to discuss what would happen with each of the options.
- One idea is to separate into groups of 5 to 8 students.
- After the discussion, invite groups to share what they think could happen with each response.
- Under Option 5, ask if anyone has other ideas on how best to respond.

Note: The concept is not about telling students what do, but to have them think through each of the responses. Through dialogue, students can discuss why some options are hurtful, and then focus on the option that is most helpful and the best thing to do.

Conversation Three: Meeting New Students

It's the start of a new school year and you're excited to see all of your friends again. In your first class, the students introduce themselves. There's a student who says he was home-schooled so this is the first time being in classes with other students. After several days, you start noticing that the new student is having a hard time making friends. You see him being left out on purpose – one day, he sat at a table and everyone nearby got up and left. You've heard other students say they don't like the new student because he just doesn't fit in. You feel bad for the new student, but you're afraid of what others will think.

What should you do?

Option 1: Nothing. He will probably make friends soon on his own.

Option 2: Introduce yourself to the new student and ask him if he wants to eat lunch with you and your friends to get to know each other better.

Option 3: Tell him what others are saying about him.

Option 4: Agree with the other students that the new student will never fit in.

Option 5: Other ideas?