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| School Corporation: | Insert Your School Corporation Here |
| School Name: | Insert Your School Name Here |
| Contact: | Insert Your Name Here |
| **Indiana Student Standards for Guidance Addressed** |
| Standard(s) addressed: | IN 6-8:3.1 Describe strategies for helping people feel accepted.IN 6-8:3.3 Discuss responsibility for reporting bullying incidents to an adult.IN 6-8:3.4 Describe ways in which students can support those who are being bullied.IN 6-8:3.5 Describe how assertiveness can be used to help prevent bullying.IN 9-12:3.2 Describe challenges that are typical for young adults and successful methods for addressing them.IN 9-12:3.3 Describe decisions young adults make and the possible consequences of those decisions. | Indicator(s)addressed: | IN 6-8:3.1 Describe strategies for helping people feel accepted.IN 6-8:3.3 Discuss responsibility for reporting bullying incidents to an adult.IN 6-8:3.4 Describe ways in which students can support those who are being bullied.IN 6-8:3.5 Describe how assertiveness can be used to help prevent bullying.IN 9-12:3.2 Describe challenges that are typical for young adults and successful methods for addressing them.IN 9-12:3.3 Describe decisions young adults make and the possible consequences of those decisions. |
| **Instructional Development** |
| Grade Level(s):  | The audience for this particular lesson is the entire 6th grade through 10th grade classes. |
| Title: | Bullying-Culture and Your Roles: (Specific focuses on culture and roles, cyberbullying, and LGBTQ bullying issues) |
| Summary: | Bullying occurs regularly in schools throughout the country and creates devastating emotional and physical harm. It happens in many forms, including verbal, emotional, physical, and relational ways. Cyberbullying and LGBTQ bullying are also methods of bullying that have been more prevalent recently, especially in the media. Helping students to understand the types of bullying behaviors can help them to identify the specific behaviors, utilize coping skills, and work toward creating a safe, welcoming environment at their school. |
| Time Frame: | 50 – 60 minutes/1 day |
| Procedure:  | Topic Intro: * *Just with a show of hands, raise your hand if*
* *…you’ve ever been bullied. (Keep hands raised.)*
* *…you have a friend who has ever been bullied. (Keep hands raised.) …you’ve ever seen or witnessed another student who’s not a friend get bullied here at school. (Keep hands raised)*
* *The need to talk about bullying is obvious – it reaches us all.*

**Pre-Assessment*** Pass out written assessment and collect when done.

**Small Group Topic Sessions** * Divide into 3 equal small groups, trying to balance grade levels.
* General culture and roles of bullying, Cyberbullying, and LGBTQ bullying issues

Each group will create a poster that lists:* Small Group Topic
* What is it? (definition)
* What does it look like? (examples)
* What do we do about it? (strategies)

Bullying:* What is it?
* Behaviors intended to intimidate or harass others
* Often by a student or group in front of other students
* NOT simply conflict or disagreement between students (which can be resolved)
* What does it look like?
* Can be physical or verbal
* Can be social, e.g. snubbing, ostracizing
* Share personal examples?
* Discuss roles in bullying: bullier, followers, passive bullies, witnesses, and targetsWhat can we do about it?
* Conflict –vs- bullying
* Address others in bullying process, not just bully and target
* Become a defender even if you are a witness

Cyberbullying:* Define bullying/cyberbullying
* What is it?
* What does it look like?
* How do people cyberbully?
* How does it feel to be bullied or to see it going on?
* Share Case Study from Greensburg, IN
* Identify personal examples of cyberbullying
* Have you ever been the bully, target, or witness?
* How can we help?

LGBTQ bullying:* Define bullying and share LGBTQ terms on handout.
* Do Taking a Stand activity. Students use construction paper squares to signify True/Agree or False/Disagree when read several statements.
* Share examples and statistics associated with LGBTQ bullying.
* Complete the poster with definition, examples, and strategies.
* If more time is left, share statements from youth or Let’s Rephrase That activity.

**Presentations- Order: Bullying, Cyberbullying, LGBTQ*** Small groups will take 5-10 minutes each to present their boards to the whole group. As they share their poster, the whole group can respond and share any additions.

**Post-Assessment & Reflection** * Post-Assessment:
* Pass out written assessment and collect when done.
* Reflection:
* Students will be given a post-it note to write down one strategy they can take away and try this week. After they write, those who would like to can share it with the group. All students then take their post-its with them and the small group posters can be left for them to use as they prefer.
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| **Evaluation** |  |
| How will mastery of the guidance indicator(s) be evaluated? | Students will be asked to define bullying as a group at the start and end of the lesson. The pre-assessment will help us as facilitators to find out what they already understand about bullying. The post-assessment will demonstrate how their learned content helped to shape a specific definition. |
| **Learning Resources** |
| Resources needed:e.g., technology resources, media resources, books, web sites | * Pre-lesson Survey
* Poster boards (3)
* Computer/Projector
* Markers/Pencils/Pens
* Post-lesson Survey
 |
| Citation(s):You may include copyrighted materials in “resources needed,” but do not reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here. | <http://adulted.about.com/od/icebreakers/qt/marooned.htm>[http://www.fox59.com/news/wxin-greensburg-student-suicide-091310,0,1101685.story](https://bumail.butler.edu/owa/redir.aspx?C=4f1b3784075043388ae7ead598677fd3&URL=http%3a%2f%2fwww.fox59.com%2fnews%2fwxin-greensburg-student-suicide-091310%2c0%2c1101685.story)[http://www.theindychannel.com/news/24844831/detail.html](https://bumail.butler.edu/owa/redir.aspx?C=4f1b3784075043388ae7ead598677fd3&URL=http%3a%2f%2fwww.theindychannel.com%2fnews%2f24844831%2fdetail.html)[http://www.theindychannel.com/education/24792320/detail.html](https://bumail.butler.edu/owa/redir.aspx?C=4f1b3784075043388ae7ead598677fd3&URL=http%3a%2f%2fwww.theindychannel.com%2feducation%2f24792320%2fdetail.html)[http://www.nih.gov/news/health/sep2010/nichd-21.htm?utm\_source=twitterfeed&utm\_medium=twitter](https://bumail.butler.edu/owa/redir.aspx?C=4f1b3784075043388ae7ead598677fd3&URL=http%3a%2f%2fwww.nih.gov%2fnews%2fhealth%2fsep2010%2fnichd-21.htm%3futm_source%3dtwitterfeed%26utm_medium%3dtwitter)<http://www.glsen.org> Facts taken from 2009 National School Climate Survey<http://www.thinkb4youspeak.com/>[http://www.olweus.org/public/index.page](https://bumail.butler.edu/owa/redir.aspx?C=4f1b3784075043388ae7ead598677fd3&URL=http%3a%2f%2fwww.olweus.org%2fpublic%2findex.page) |
| Collaborative Partners:e.g., advisory teachers, other teachers, community resource people |  |
| **Contact information *(optional)*** |
| Telephone: |  |
| E-Mail: |  |