

8

"Bullying" Lesson Plan

VOLUNTEERIN

4-H Toolkit for Success





Learning Objectives

1. Define and give characteristics of bullying.
2. Identify warning signals of bullying behavior.
3. Recognize myths commonly associated with bullying.
4. Describe methods and programs designed to overcome and prevent bullying behavior.



Supplies & Resources Needed

- Lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of lesson plan quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Bullying" fact sheet



References

Kraizer, S. (2006). *Dealing with bullies*. Coalition for Children, Inc. Retrieved November 8, 2006, from <http://www.safechild.org/bullies.htm>.

Olweus, D. (2003). *Olweus bullying prevention program*. Clemson University Extension. Retrieved November 7, 2006, from <http://www.clemson.edu/olweus/>.

Stop Bullying Now! tip sheets and resources, United States Department of Health and Human Services, Health Resources and Services Administration. Retrieved November 7, 2006, from www.stopbullyingnow.hrsa.gov.

Willson-Simmons, R. (2005). Knowing the facts: the female bully. *Health in Action* 3(4).

NOTE: Linda Underwood, South Vermillion Middle School Counselor, is available for presentations on the bullying topic to 4-H groups around the State of Indiana. To schedule Linda for a presentation, e-mail her at lunderwood@svcs.k12.in.us or contact her at South Vermillion Middle School, 950 W. Wildcat Dr., Clinton, IN 47842, 765-832-7727 (phone), 765-832-5316.

Projected Length

25-30 minutes, depending upon length of time allowed for discussion questions.

Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.



- Begin the “Bullying” PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation, “Bullying”, to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute the quiz to the participants; following its completion, review the answers.
- Distribute the “Bullying” fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.

Methods/Content



Information found on Slide #1.

Introduction



In recent years, bullying has become a topic of greater public concern. Research has shown the damaging long-term effects that bullying behavior can have on its victims. Approximately thirty percent of American school children are directly affected by bullying within a school semester. Bullying is not only a problem in schools, but is also found in before- and after-school activities, including 4-H. This lesson will provide some background information for you on bullying and some tips that you can take to prevent bullying behavior from occurring in your 4-H activities. Thus, we can meet one of the eight Essential Elements of 4-H Youth Development: creating a safe environment for our members.

Objective 1

Define and give characteristics of bullying.



Information found on Slides #2-8.

Bullying is defined as aggressive behavior that is intentional and that involves an imbalance of power or strength. This aggressive behavior is typically repeated over time.

Several states define bullying in their state laws. For example, Colorado defines bullying as: “Any written or verbal expression, or physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students.”

Bullying is commonly thought of as being physical in nature, and that is one type (including hitting and/or punching). However, the most common form of bullying is verbal. Verbal bullying involves teasing, name calling, and being the subject of rumors.

Other forms of bullying include nonverbal or emotional: intimidation, using gestures or social exclusion; and cyberbullying: sending insulting messages by phone or computer e-mail.

Bullying is linked to higher levels of crime, suicide, and school shootings. Many of those involved in school



shootings have experienced severe, long-term forms of bullying and harassment.

Thirty percent of students in grades six through ten are involved in bullying behaviors, as bullies and/or victims. Nineteen percent participated in bullying.

Sixty percent of boys characterized as bullies in grades six through nine were convicted of at least one crime by the age of 24.

Children who bully are more likely than their peers to get into fights, vandalize property, drink alcohol, smoke, be truant or drop out of school, and carry a weapon.

Bullying among girls is typically more subtle and covert than boys. Examples among girls often involve exclusion, ostracizing, teasing, rumor-spreading, and destroying property. Female bullies may be fueled by their own insecurities (caused by stereotypes and a desire for popularity) to take advantage of other girls' even greater insecurities.



Now that we know what bullying is, let's take a look at some warning signs and characteristics of bullying behavior.

Objective 2

Identify warning signals of bullying behavior.



Information found on Slides #9-13.

Warning signs that a child is being bullied include:

At school

- Is quiet and shy
- Appears anxious and unhappy
- Has few if any friends
- Is excluded from peer group
- Is among the last chosen for team games
- Stays close to teacher during recess
- Has difficulty speaking up in class
- Shows a deterioration of school work

At home

- Comes home with torn, damaged, or missing pieces of clothing or other belongings
- Has unexplained cuts, bruises, or scratches
- Seems afraid to go to school or take part in organized activities
- Takes illogical routes to get to school
- Loses interest in school work
- Appears sad, depressed, or anxious
- Complains of frequent physical ailments
- Has trouble sleeping
- Loses appetite



- Does not bring classmates home to play

Warning signs of bullying others

- Teases and intimidates other children
- Is hot-tempered
- Has difficulty following rules
- Is defiant and aggressive toward adults
- Has been involved in other antisocial activities such as vandalism

Warning signs of being a bully/victim

(A child who experiences bullying by peers and also bullies others)

- Is anxious or insecure
- Has negative view of themselves
- Is lonely or isolated from peers
- May be hot-tempered or hyperactive
- May be immature and actively disliked by peers and adults
- May try to bully younger or weaker children



A number of myths are associated with bullying. Now that we know more about bullying characteristics and warning signs, let's debunk some of those myths.

Objective 3

Recognize myths commonly associated with bullying.



Information found on Slides #14-24.



Several myths or misconceptions are associated with bullying behaviors. It is important for us to help others overcome those myths.

Myth 1: Bullying is the same thing as conflict.

Truth: Bullying only occurs where there is a power imbalance, where one person has a hard time defending himself or herself.

Conflict involves antagonism among two or more people.

Myth 2: Most bullying is physical (hitting, shoving, kicking).

Truth: The most common form of bullying is verbal (behaviors such as name-calling or rumor-spreading). Another common form of bullying is social isolation (e.g., ignoring or leaving a child out on purpose).

Myth 3: Bullying isn't serious. It's just "kids being kids."

Truth: Bullying victims are affected mentally, academically, and physically. These victims are characterized by lower self-esteem, depression, and anxiety; avoid attending school; and report more physical problems.

Those who bully are characterized by antisocial, violent, and other troubling behaviors.



Myth 4: Bullying doesn't happen at my child's school.

Truth: Bullying can happen anywhere young people gather. Research shows that 15-25% of students are bullied with some frequency. Another 15-20% admit to bullying others.

Myth 5: Bullying is mostly a problem in urban schools.

Truth: Bullying occurs in rural, suburban, and urban schools and among children of all demographic backgrounds.

Myth 6: Bullying is more likely to happen on the bus than at school.

Truth: Bullying does occur on the bus, but is more likely to occur on the school grounds. Common locations include the playground, classroom, cafeteria, bathroom, and hallway.

Myth 7: Children and youth who are bullied will almost always tell an adult.

Truth: Only 25-50% of those who are bullied talk to an adult about the bullying. Victims may fear retaliation by the bullies; fear that adults won't take their concerns seriously; or fear that adults will deal inappropriately with the situation.

Myth 8: Children and youth who bully are mostly loners with few social skills.

Truth: Children who bully typically do not lack friends and may have larger friend networks than others. Further, they usually exhibit more leadership skills than victims or those not involved in bullying.

Myth 9: Bullied kids need to learn how to deal with bullying on their own.

Truth: Many children do not have the self-confidence or skills to stop bullying on their own and should not be expected to do so. Adults have critical roles to play in helping to stop the bullying.

Myth 10: Most children and youth who observe bullying don't want to get involved.

Truth: Most children and youth do not believe that bullying is cool and want to do something to help bullying victims.



So what can volunteers and youth serving professionals do to help overcome and prevent bullying behaviors? How can we help ensure that the 4-H programs we offer are free of bullying behavior and thus keep our youth safe?

Objective 4

Describe methods and programs designed to overcome and prevent bullying behavior.



Information found on Slides #25-34.



A number of methods and programs are available to adults to help overcome and prevent bullying behavior. The information presented here describes some of these options in more detail.



Strategies to help a child you suspect is being bullied

- Support the child privately with supportive words and gestures.
- Spend time with the child. Listen to the facts and feelings that the child is willing to share.
- Praise the child for displaying the courage to talk about the bullying incidents. Emphasize that you will keep the conversation in confidence.
- Talk with the child. Be sure that the child knows you are concerned and want to help.
 - Ask direct questions such as, “Are there any kids at school who are picking on you or teasing you in a mean way?”
 - Ask subtle questions such as, “Do you have any special friends at school who you like to hang out with? Who are they?”
 - Ask what the child needs to feel safe.
- Share the next steps you plan to take and urge the child to report any further incidents.
- Talk with staff at the child’s school.
 - Ask the child’s teacher questions such as, “Have you noticed that the child is bullied by other students?”
 - Ask other teachers or adults in the school whether they have observed students bullying the child.
- Talk with the child’s parents to see if they know about the incident and to provide them with needed support.

Challenges in out-of-school programs related to bullying

- Bullying thrives when there is not enough supervision.
- Infrequent interaction between adults and youth increases difficulty of identifying bullying behavior.
- Bullying that occurs during the school day may carry over into out-of-school activities.

Opportunities for out-of-school programs related to bullying

- Activities that build self-control, confidence, and resiliency can be integrated into programming.
- Older youth can act as mentors and/or protectors for younger children.
- Those bullied at school can take part in activities that allow them to pursue their own interests and discover their talents which increases their self-esteem.
- Those who exhibit bullying behavior can be challenged to use their social skills in constructive and appropriate ways.

Tips for youth-serving adults to prevent bullying

- Raise community awareness of bullying and support school and community bullying prevention programs.
- Encourage youth to speak out against bullying.
 - Teach youth they have roles to play in bullying prevention.
 - Encourage interested youth to take leadership roles in preventing bullying behavior in their schools and communities.
 - Teach youth to speak up on behalf of those being bullied.
- Create a safe environment, free from hostility and intimidation.
 - Learn characteristics and warning signs related to bullying.
 - Establish clear rules about bullying behavior.
 - Closely supervise activities and stop bullying behavior whenever it occurs.
 - Provide support to parents as they seek to protect their children from bullying.
- Work with those who exhibit bullying behavior
 - Talk with the child in private.
 - State that bullying is not acceptable: "It's not O.K. to treat others this way."



- Encourage the bully to put him/herself in the victim's shoes and think about how the victim feels after being treated poorly.
- Help identify alternatives to bullying such as participation in group activities or project work.
- Outline consequences if the aggression or bullying continues, such as exclusion from an upcoming "fun" event.
- Reward appropriate behavior.

Actions State Legislative bodies have taken to address bullying

- Define bullying in state laws.
- Reflect the seriousness of bullying in legislative findings.
- Develop policies to prohibit bullying.
- Implement bullying prevention programs.
- Require employee training related to bullying.
- Require individuals to report school bullying incidents to authorities.

Summary of Bullying



We've looked at definitions and characteristics of bullying. We've identified warning signs of bullying behavior and debunked some of the myths associated with bullying. Finally, we reviewed some methods and programs that can help us overcome and prevent bullying behavior. By taking some of these steps, we will be better able to offer our 4-H members a safe environment in which to participate, thus meeting another of the eight Essential Elements of 4-H Youth Development.

Conclusion and Quiz



Information found on Slides #35-38.

Briefly review the lesson and allow time for any questions from the volunteers related to the lesson. Then distribute the quiz questions. Allow volunteers time to answer the questions. Provide the correct answers from the key provided in this packet. You may choose to collect the quizzes or allow the volunteers to keep them as a review of the lesson.

Distribute the "Bullying" fact sheet for volunteers to use for future reference.

Review the resources provided on Slides 36-38, especially noting Linda Underwood's willingness to present the "Bullying" topic to 4-H groups around the state of Indiana.

Thank the volunteers for their participation.

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This material may be available in alternative formats.



“Bullying” Quiz

1. Which of the following is not a component of the definition of bullying?
 - a. Unintentional
 - b. Aggressive behavior
 - c. Involves an imbalance of power or strength
 - d. Typically repeated over time

2. One of the warning signs of someone who is being bullied is:

3. Those who bully are typically loners with few social skills.

TRUE or FALSE

4. Name at least two steps 4-H Volunteers can take to prevent bullying behavior during a 4-H activity.



“Bullying” Quiz

1. Which of the following is not a component of the definition of bullying?
- Unintentional
 - Aggressive behavior
 - Involves an imbalance of power or strength
 - Typically repeated over time

The correct answer is “a”. Bullying behavior is intentional on the part of the bully; it is not unintentional.

2. One of the warning signs of someone who is being bullied is:

Any of the following answers would be acceptable:

- Torn clothing
- Damaged belongings
- Unexplained cuts or bruises
- Fear of going to school
- Illogical routes taken to school
- Loss of interest in school
- Sad, moody, depressed
- Anxious, with low self-esteem

3. Those who bully are typically loners with few social skills.

TRUE or FALSE

FALSE! Bullies usually do not lack friends and generally have more leadership skills than victims of bullying or those not involved with bullying.

4. Name at least two steps 4-H Volunteers can take to prevent bullying behavior during a 4-H activity.

Any two of the following steps would be acceptable:

- Support comprehensive bullying prevention in schools and communities.
- Create safe environments free from hostility and intimidation.
- Establish clear rules about bullying behavior.
- Closely supervise members and interrupt bullying whenever it occurs.
- Encourage young people to speak out against bullying.
- Teach members that they all have roles to play in bullying prevention.
- Encourage members to take leadership roles in preventing bullying.

