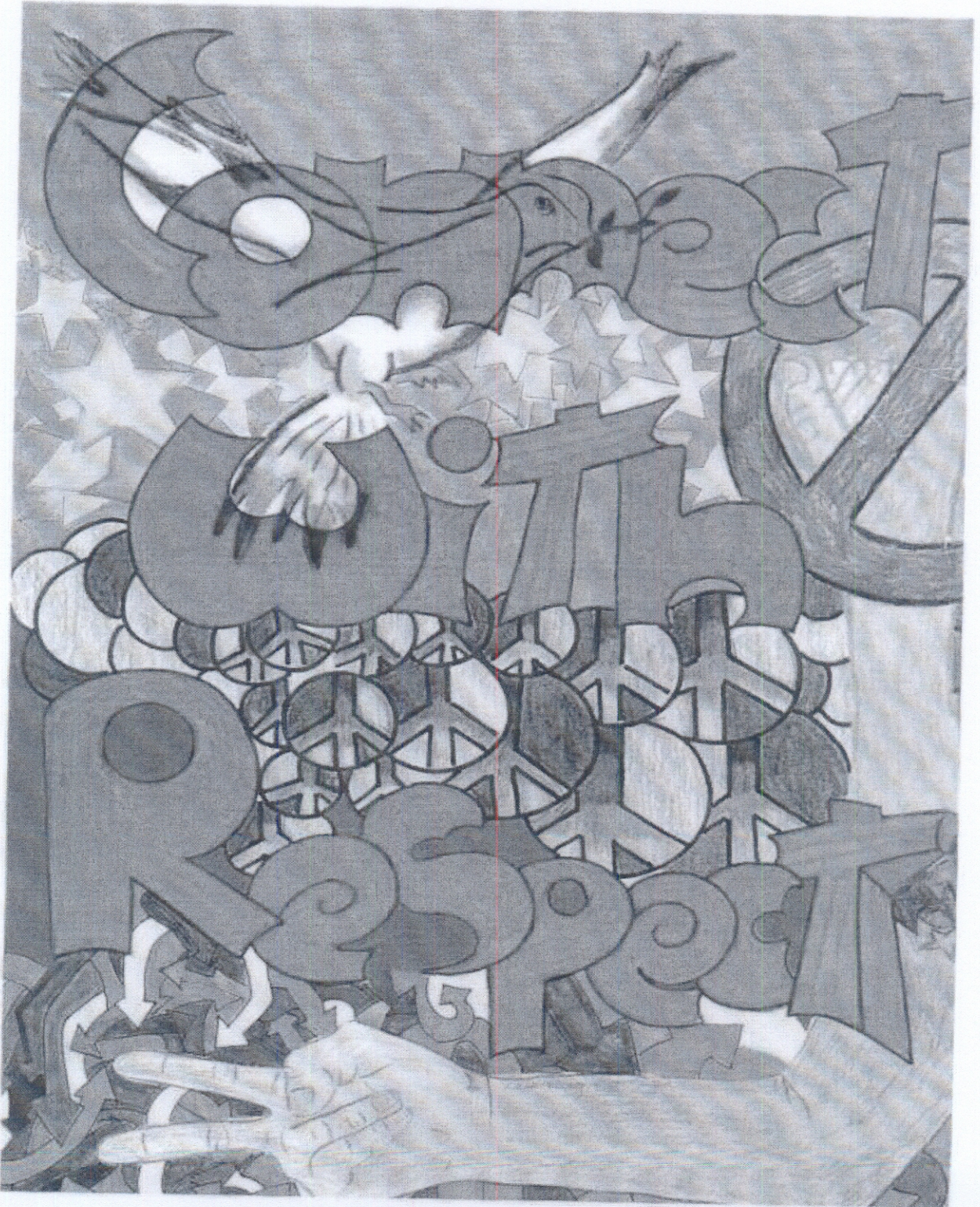


# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## Bullying and Harassment Policy and Curriculum Manual



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# BULLYING AND VIOLENCE PREVENTION

## NINTH GRADE

### LESSON 5

- TITLE:** Strategies for Dealing with the Bully
- PURPOSE:** To examine strategies for bullying and violence in the high school culture.
- OBJECTIVES:** The student will be able to:
- explore various aspects of bullying by drawing on their own experiences and demonstrate an understanding of the effects of bullying.
  - work cooperatively on developing strategies to address bullying.

**SUNSHINE STATE STANDARDS:** LA.910.1.6.1, 910.1.6.2, 910.1.7.4

**STUDENT SERVICES BENCHMARKS AND STANDARDS:** PS 1.1, 2.1, 3.3

**VOCABULARY:** bully, alternatives

**INSTRUCTIONAL TIME:** 45 Minutes

#### PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- a copy of The Bully (instruct students to read novel before the lesson)
- Xerox copy of handout 9-12 (one per student)

#### SPRINGBOARD ACTIVITY:

1) Ask students to share any personal experiences they have had in relocating to a new school. You could ask some or all of the following questions:

- Has anyone ever moved? If so, can you share what it was like?
- What do you think it would be like to go to a new school in the middle of your freshman year?
- What would be good about it? What might be some problems?
- Would you like to do that or not? Why or why not?



- 2) If students haven't mentioned issues of bullying by this point, bring it to their attention. Introduce the novel *The Bully* and explain that the situation you were just discussing (moving and changing schools in the middle of freshman year) is what takes place in 15-year-old Darrell's life. Ask them, based on the title of the book, what they think the main problem will be for Darrell. Has this ever happened to any of them? Allow them to share.
- 3) After interest has been generated, have students read Chapter 1 silently.
- 4) Next, have them discuss Darrell's thoughts about moving from Philadelphia to Los Angeles and starting at a new school. Encourage them to make relevant connections to their pre-reading responses.

#### ACTIVITY:

- 1) Divide students into six teams (referred to hereafter as Teams A, B, C, D, E, and F) and distribute handout 9-12: T-chart to each one. For the topic line at the top of the page, have Teams A and B write 'Someone who is a Bully'; Teams C and D, 'Someone who is Bullied'; and Teams E and F, 'Someone who is a Bystander'. Give them time to brainstorm on their topics, coming up with at least five descriptions in each column ('Looks Like' and 'Sounds Like').
- 2) Have students go to the National Youth Violence Prevention Resource Center website for information on bullying and what they can do to prevent and stop it. Also let them know that this information will provide background for understanding and discussing the novel *The Bully*.
- 3) Discuss some alternative strategies for dealing with the conflict in the story. Allow students to work cooperatively to develop strategies for bullying.

**ASSESSMENT:** Teacher observation, class participation and completion of activity.

**FOLLOW-UP ACTIVITY:** At the end of class, have students write a personal response in their journals. You can allow students free response or you can use prompts. Sample prompts might include:

- Which character do you identify with the most and why?
- Is there something that has happened to you that is similar to what has happened to Darrell? If so, write about it and tell what you did.
- How would you feel and what would you do if you were:

Darrell? Mom? Tyray? Uncle Jason?

Lesson adapted from <http://www.readwritethink.org/>



# T-CHART

Topic: \_\_\_\_\_

Looks Like

Sounds Like

A large T-shaped grid is formed by a vertical line and a horizontal line intersecting at the top. The vertical line extends downwards from the intersection point, and the horizontal line extends to the left and right from the same point. This structure is intended for students to write their observations under the 'Looks Like' and 'Sounds Like' headings.



# BULLYING AND VIOLENCE PREVENTION

## THIRD GRADE

### LESSON 3

**TITLE:** Finding Your Trigger

**PURPOSE:** To become aware of anger triggers and feelings when in conflict.

**OBJECTIVES:** The student will be able to:

- understand the elements that come before and may lead to a more intense or physical conflict.
- be more aware of their own trigger points and feelings in response to anger.

**SUNSHINE STATE STANDARDS:** LA.3.1.7.7, 3.2.1.6, 3.3.5.3

**STUDENT SERVICES BENCHMARKS AND STANDARDS:** PS 1.5, 1.6, 4.5

**VOCABULARY:** conflict, triggers, feelings

**INSTRUCTIONAL TIME:** 45 Minutes

**PREPARATION/INSTRUCTIONAL MATERIALS:**

- dry erase board and markers
- Xerox copies of handout 3-2 (one per student)
- pencil

**SPRINGBOARD ACTIVITY:**

- 1) Have students share some of the feelings associated with conflict. List responses on the board.
- 2) Explain to the students the importance of being aware of our feelings; especially when confronted with a conflict situation that could turn into a fight. Our thoughts and feelings are often our triggers.

**ACTIVITY:**

- 1) Have three volunteers come up to the front of the class. Explain to the students that they are to role play the following scenario:



Two students are at their P.E. lockers. You see them whispering and looking at you. Today isn't your day. You forgot your gym shoes and you failed your history test. You think maybe they're talking about you but choose to ignore it. They start pushing each other and bump into you. Your back hits one of the locker doors. By this point, you've had it. You go after the one that pushed you and push him back. He pushes you back and then a teacher walks in. She pulls the two of you away from each other.

2) Lead a discussion on the events that led to the pushing. What could have been done differently?

**ASSESSMENT:** Teacher observation, class participation and completion of handout 3-2: This is What Triggers Me.

**FOLLOW-UP ACTIVITY:** Have students complete handout 3-2: This is What Triggers Me... Summarize and process the small group activity by having the students discuss what things may make a conflict worse or turn it into a physical fight. Ask students to share some of their trigger points from handout 3-2.



# This is What Triggers Me...

Directions: Answer each of the following questions as honestly as possible.

1) One time I had a conflict that almost led to a fight. This is what happened...

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2) Before we started the fight, I was thinking...

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3) My trigger was definitely when...

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4) Next time, I will...

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5) Here are some of my other triggers and how I keep them under control...

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Love one another



Love one another