Bully Bystanders: You Can Make a Difference

LESSON PLAN

By Leanne Arnow
B.A. Vassar College
M.A. New York University, Steinhardt School
Teaching Point: Bully Bystanders: You Can Make a Difference

Subject Area: Character Education/Health Education

Grade Level: 7-College

Time Frame: One class period

Relevant Standards
(National Health Education Standards, Grades 6-8)

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.3 Describe how peers influence healthy and unhealthy behaviors.

2.8.4 Analyze how the school and community can affect personal health practices and behaviors.

2.8.6 Analyze the influence of technology on personal and family health.

2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.
Demonstrate how to ask for assistance to enhance the health of self and others.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- **7.8.2** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- **7.8.3** Demonstrate behaviors to avoid or reduce health risks to self and others.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- **8.8.2** Demonstrate how to influence and support others to make positive health choices.
- **8.8.3** Work cooperatively to advocate for healthy individuals, families, and schools.

(National Health Education Standards, Grades 9-12)

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- **1.12.2** Describe the interrelationships of emotional, intellectual, physical, and social health.
- **1.12.5** Propose ways to reduce or prevent injuries and health problems.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- **2.12.3** Analyze how peers influence healthy and unhealthy behaviors.
- **2.12.4** Evaluate how the school and community can affect personal health practice and behaviors.
- **2.12.6** Evaluate the impact of technology on personal, family, and community health.
- **2.12.7** Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- **2.12.8** Analyze the influence of personal values and beliefs on individual health practices and behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- **4.12.1** Use skills for communicating effectively with family, peers, and others to enhance health.
Learning Objectives

Students will be able to…

- recognize the different forms of bullying, including physical bullying, verbal bullying, cyberbullying, and relational bullying
- name three things a bystander can do to help a person who is being bullied
- take responsibility as bystanders by confronting bullies or reporting bullying incidents
- describe the emotional consequences bullying has on victims as well as on bystanders
- refute the argument that people who witness bullying should mind their own business
- ask for help if they are being bullied
Materials

- *Bully Bystanders: You Can Make a Difference* video and Teacher’s Resource Book
- 4 pieces of chart paper
- 12 thick markers
- 2 copies of the pre/post-test per student (see pages 10 – 11 for template)
- 2 copies of the pre/post assessment rubric (see page 9 for template)
- Optional homework: copy of Student Activity 8 (see Teacher’s Resource Book page 19) and Student Fact Sheets 5 and 6 (see Teacher’s Resource Book pages 33 – 35) per student

Advance Preparation

- Prepare four question charts by copying one of the following questions and the check box below onto each chart.

Do you believe that a person who witnesses bullying should intervene?

Have you ever intervened when someone was being bullied?

Do you think that a bystander’s behavior affects a bully’s actions?

Do you feel that cyberbullying is worse than in-person bullying?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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Each completed chart should ask a different question and look like this:
• Post the charts around the classroom where students can reach them. Put three thick markers near each chart.

• Optional: Give students the pre-test and fill in the pre-assessment rubric before teaching the lesson. Use the data to help you differentiate the lesson for your students.

### Procedure

#### Motivation

- As students enter the room, point out the four charts you posted (see “Advance Preparation”) and ask students to respond to each question by putting a check mark in the *yes* or *no* box.

- When everyone has finished, write the number of checkmarks and corresponding percentage of the class under each *yes* and *no* box (see example below).

<table>
<thead>
<tr>
<th>Do you believe that a person who witnesses bullying should intervene?</th>
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<tr>
<td><strong>YES</strong></td>
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<td><img src="image" alt="Checkmarks" /></td>
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<td>16 students</td>
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#### Adaptation for English Language Learners:

Give English Language Learners a list of the vocabulary words ahead of time, and make sure they have access to a translation dictionary during the lesson. You may want to pair English Language Learners with students who are proficient in English for this activity.

#### Adaptation for students with special needs:

If you anticipate that your students will have trouble managing this activity, you can give it more structure by dealing with one chart at a time. Read and discuss the first question, clarifying any confusion students have. Then ask students to come up two or three at a time and put a check mark in the *yes* or *no* box. When everyone is finished, introduce the next chart. Continue in this way until all students have responded to all of the questions.
Vocabulary

In addition to the lesson vocabulary words, several terms relating to digital technology are used in the video. If any of your students have limited experience with cell phones or the Internet, make sure they are familiar with the following terms:

- cyberbullying: bullying that takes place over the Internet or through a cell phone
- social networking: the use of websites or other online technologies to communicate with people and share information and resources
- text message: a short electronic communication sent through a mobile device
- texting: sending text, photo, or video messages through a mobile device

Show the Video

- Tell students that they will be watching a video called *Bully Bystanders: You Can Make a Difference*. Ask them to keep their responses to the question charts in mind as they watch the video.

Adaptation for gifted students:

Challenge students to think more deeply about the lesson content by asking them the following open-ended discussion questions.

- Should school policy require that bystanders intervene in bullying situations that they witness? Why or why not?
- If bullying leads a victim to commit suicide, should the bully be charged with a crime? Should bystanders who stood by and let the bullying happen be charged too? Why or why not?
- Why do you think bullying behavior is encouraged by the presence of bystanders?
- What are some things bystanders can do or say to stop a bully without feeling embarrassed?
- What should you do if your close friend is bullying someone in front of you?
Discussion

Invite students to share their thoughts and reactions to the video. Then ask them to reflect on their responses to the questions on each chart. Ask students if they would change any of their answers after watching the video. Compare the class responses with the statistics given in the video:

- 66% of students who witness bullying believe they should intervene, but only 25% actually do
- 50% of students feel that cyberbullying is worse than real-life bullying
- Bullying usually stops within seconds when a bystander steps in

Wrap Up/Assessment

- Pass out the post-test and give students about 5 minutes to complete it.
- As you grade the tests, fill out the post-assessment rubric. Compare these scores to the pre-test scores to monitor your students’ progress.

Homework

Student Activity 8, Bystander Heroes, can be given as a homework assignment. Give each student a copy of the activity page and accompanying fact sheets (see “Advance Preparation”). Tell students to invent a superhero whose mission is to stop bullying and then create a comic strip in which the superhero saves the day. Explain that the comic strip should illustrate one of the methods described in the student fact sheets that bystanders can use to stop bullying. Plan to have students share their comic strips during the next class session.
## Pre/Post Assessment Rubric

Record each student’s performance by writing a 1, 2, or 3 in each box, or use your own grading scale.

**Key:**
- 1 = not meeting expectations
- 2 = approaching expectations
- 3 = meets expectations

<table>
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<tr>
<th>Student:</th>
<th>recognize the different forms of bullying, including physical bullying, verbal bullying, cyberbullying, and relational bullying</th>
<th>name three things a bystander can do to help a person who is being bullied</th>
<th>take responsibility as bystanders by confronting bullies or reporting bullying incidents</th>
<th>describe the emotional consequences bullying has on victims as well as on bystanders</th>
<th>refute the argument that people who witness bullying should mind their own business</th>
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Pre/Post Test

Name: _______________________________________________

Directions: Answer each multiple choice question by circling the correct response.

1. Bullying can take the form of...
   a. physical violence
   b. verbal abuse
   c. online harassment
   d. all of the above

2. ____% of students believe that they should intervene when they see someone being bullied, but only ____% actually do.
   a. 50; 10
   b. 66; 25
   c. 81; 50
   d. 100; 66

3. Which of the following is NOT a typical consequence for victims of bullying?
   a. anxiety
   b. depression
   c. a thicker skin
   d. a feeling of helplessness

4. Why does bullying stop when a bystander intervenes?
   a. because it makes the bully worry about getting caught
   b. because it makes the bully feel sorry for the victim
   c. because it makes the bully feel isolated
   d. because it makes the bully feel so angry that he or she leaves

5. 85% of bullying incidents occur...
   a. in the presence of bystanders
   b. at school
   c. in cyberspace
   d. when the bully and victim are alone
6. What should a bystander do to help a person who is being bullied?
   a. Tease the bully.
   b. Ignore the bully.
   c. Threaten the bully.
   d. Tell the bully to stop.

7. Witnesses who stand by and watch while a peer is bullied…
   a. provide emotional support for the victim
   b. have no effect on the bully or victim
   c. encourage the bully
   d. are powerless

8. What percentage of students report that they have been cyberbullied?
   a. 10%
   b. 33%
   c. 50%
   d. 87%

9. Which of the following is NOT a reason why bystanders often fail to intervene in a bullying situation?
   a. because they believe that bullying is morally acceptable
   b. because they are afraid of becoming the bully’s target
   c. because they do not want to be seen as a snitch
   d. because they are afraid that other bystanders will not approve of them stepping in

10. What usually happens when a bystander steps in to help a victim of bullying?
    a. The bully beats up the bystander.
    b. Other students laugh at the bystander.
    c. The victim runs away.
    d. The bullying stops within seconds.
Post-Test Answer Key

1. d
2. b
3. c
4. c
5. a
6. d
7. c
8. b
9. a
10. d
Additional Titles for Grades 7 – College

- Essential Health: A High School Print/Video Curriculum
- From A to ZZZZ’s: What Teens Need to Know About Sleep
- My Plate and You: Learning about Nutrition, Health and Exercise
- My Plate, My Health: The Newest Dietary Guidelines
- Portion Control: Seeing the Healthy Way to Eat
- Test Your Fast Food Knowledge
- Cancer Update: Causes, Treatment and Prevention
- Hallmarks of Good Mental Health
- The Latest about HIV & AIDS: What Every Student Still Needs to Know
- Understanding and Treating Binge Eating
- Understanding Anorexia and Bulimia
- Understanding Eating Disorders
- Total Health: Becoming Physically Fit
- Bath Salts: The Deadly Facts
- Do I Have a Problem? Recognizing Drug and Alcohol Addiction
- Extreme Bullying: The Truth about Hazing
- Curriculum in a Box: Mental Health
- Curriculum in a Box: Safe, Smart & Successful in Middle School

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