

**Unit Title:** Bullying Prevention

**Time Frame:** 8 Lessons (13 periods)

**Unit Developer(s):** Tracey Brake & Jennifer Jacques

**Developed for Course Name and Course Code:** GLE10 - Learning Strategies

**Strand(s) and Curriculum Learning Expectations Addressed:**

*Personal Knowledge and Management Skills*

PK1.04 use personal knowledge and an understanding of self-advocacy to develop effective strategies for enhancing success in school

PK2.03 identify and describe personal lifestyle strategies that enhance health and wellness and improve one's readiness to learn

PK3.02 identify internal and external factors that affect behaviour and school performance, and identify strategies for improving behaviour to enhance learning

PK3.03 demonstrate behaviours that reflect self-motivation and self-reliance

PK3.04 explain how stress can positively and negatively affect learning performance, and demonstrate effective use of stress-management techniques to maximize performance

*Interpersonal Knowledge and Skills*

IKV.01 identify and describe the knowledge and skills necessary for successful interpersonal relations and teamwork

IKV.02 assess their interpersonal and teamwork skills and strategies, and explain how those skills requiring further development affect their learning

IKV.03 demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments

IK1.01 identify and describe a variety of verbal and non-verbal communication skills necessary for successful interpersonal relations in a variety of settings

IK2.01 assess their interpersonal and teamwork skills and identify those needing improvement by analyzing past experiences, both successful and unsuccessful

## Desired Results

**Unit Description:**

Bullying is prevalent in today's society. Identified students have an increased risk of being involved in bullying over their mainstream counterparts. The Learning Strategies course provides grade 9 students with skills needed to be successful in the school setting. Prevention of bullying in this population will substantially increase these student's opportunities for success.

**Enduring Understandings / Learning:**

This unit will provide students with tools needed to recognize bullying, report bullying and prevent themselves from

becoming targets of the bully. The unit focuses on the 7 different types of bullying:

1. Physical Bullying
2. Verbal Bullying
3. Social Bullying
4. Threats and Intimidation
5. Extortion
6. Cyber Bullying
7. Sexual Bullying

Students will understand the signs of bullying, ways to prevent bullying and how to deal with incidences of bullying they witness.

## Assessment Tasks

### **Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:**

The students will participate in group discussions and projects during the first six lessons in various formats to learn about the types of bullying.

Students will then demonstrate their knowledge and understanding in through two cumulative assignments: writing a letter, and designing a poster.

### **Assessment Criteria:**

- Journal Rubric
- Letter Writing – Self-Evaluation
- Letter Writing – Teacher Evaluation
- Bullying Cumulative Rubric – Teacher Evaluation
- Bullying Cumulative Rubric – Self-Evaluation
- Bullying Unit Rubric – Self-Evaluation
- Bullying Unit Rubric – Teacher Evaluation

## Unit Planning Notes

### **Prior Learning Necessary (if any):**

None

**Preparation Notes (if any):**

- *During these lessons the students are being asked to discuss situations that can be very personal and upsetting. It can be helpful to build a community of trust within the class so that participants feel safe in discussing bullying situations. However, if situations are discussed that should be reported to administration or guidance please follow professional guidelines on reporting procedures.*
- All lessons utilize: flip chart, markers, masking tape, post-it notes
- Lesson #2: using the handout from the appendix have students participate in a think-pair-share
- Lesson #3: flip chart (with Venn Diagram prepared)
- Lesson #4: Role-play scenarios, desks arranged in large horseshoe for student presentations
- Lesson #7: Computer lab for three periods
- Lesson #8: Bristol board, markers, glue, scissors, access to computers with printer and/or magazines, rulers, tape

**Learning Plan****Lesson 1** (50 minutes)

This lesson will introduce the students to the concept of bullying and to the different types of bullying that can occur.

**Specific Expectations (Outcomes):**

Students will:

- discuss case studies about people who have been bullied;
- discuss the feelings of the victims;
- explore situations when they have been a victim of bullying or have witnessed bullying;
- identify different types of bullying.

**Strategy:**

1. Hand out the “Case Study” (Appendix A) sheet.
2. Read through and discuss the 7 case studies with the students.
3. Hand out the “Bullying” (Appendix B) sheet.
4. Brainstorm a definition of bullying.
5. Direct students to write down a situation where they have been bullied.
6. Direct students to write down a situation where they have witnessed someone being bullied.
7. Discuss the situations written down by asking for volunteers while respecting the student’s right to privacy.
8. Brainstorm the 7 different types of bullying.
  - a) Physical Bullying
  - b) Verbal Bullying
  - c) Social Bullying
  - d) Threats and Intimidation
  - e) Extortion
  - f) Cyber Bullying
  - g) Sexual Bullying

9. Refer back to the case studies and determine which of the case studies fits into each of the categories.

**Materials:**

- Handout “Case Studies” (Appendix A)
- Handout “Bullying” (Appendix B)

**Evaluation:**

Students will be evaluated on:

- Bullying Unit Self-Evaluation Rubric (Appendix C);
- Bullying Unit Teacher Evaluation Rubric (Appendix D).

**Lesson 2** (40 minutes)

Students will explore the concepts of Physical Bullying including prevention and strategies.

**Specific Expectations (Outcomes):**

Students will:

- define physical bullying;
- identify the characteristics of physical bullying;
- learn how to avoid being a victim of physical bullying;
- learn what to do if they are being physically bullied;
- learn what to do if they witness someone being physically bullied.

**Strategy:**

1. Hand out the “Physical Bullying Think-Pair-Share” (Appendix E) sheet.
2. Have students read through the “Physical Bullying Think-Pair-Share” sheet on their own first. Allow a few minutes to make notes on their page.
3. Direct students to discuss their points with an elbow partner, recording new points or information.
4. Have students share their points with the class.
5. Hand out the “Physical Bullying Information” (Appendix F) worksheet.
6. Discuss a definition of physical bullying. Come to an agreement of one succinct definition of physical bullying. Write the definition on the board for students to copy onto their worksheet.
7. Discuss the characteristics of physical bullying. Write the list on the board for students to copy onto their worksheet.
8. Discuss the ways to avoid being a victim of physical bullying. Write the list on the board for students to copy onto their worksheet.
9. Discuss what to do if you are being physically bullied. Write the list on the board for students to copy onto their worksheet.
10. Discuss what to do if you witness someone being physically bullied.
11. Create a list of strategies for students to use on flip chart paper and post in a highly visible place for the duration of the unit.
12. Hand out “Journal Entry #1” (Appendix G).

13. Direct students to work on the journal entry.
14. Collect, read and respond to journal entries.

**Materials:**

- Handout “Physical Bullying Think-Pair-Share” (Appendix E)
- Handout “Physical Bullying Information” (Appendix F)
- Handout “Journal Entry #1” (Appendix G)

**Evaluation:**

Students will be evaluated on:

- Bullying Unit Rubric – Self-Evaluation (Appendix C);
- Bullying Unit Rubric – Teacher Evaluation (Appendix D);
- Journal Rubric (Appendix H).

**Lesson 3** (2 x 40 or 75 minutes)

Students will explore the concepts of Verbal and Social Bullying including prevention and strategies.

**Specific Expectations (Outcomes):**

Students will:

- define verbal and social bullying;
- identify the characteristics of verbal and social bullying;
- learn how to avoid being a victim of verbal and social bullying;
- learn what to do if they are being verbally or socially bullied;
- learn what to do if they witness someone being verbally or socially bullied.

**Strategy:**

1. Hand out the “Verbal and Social Bullying Definitions” (Appendix I) sheet.
2. Come to an agreement of one succinct definition of verbal and social bullying. Write the definitions on the board for students to copy onto their worksheet.
3. Using the flip chart and/or blackboard create a Venn Diagram for the two types of bullying.
4. Brainstorm and record the similarities and differences between verbal and social bullying. Students can do this with a post-it pileup on the Venn Diagram as a possible strategy. *To do a post-it pile up students are given sticky notes on which they write their responses. They then place their response into the diagram placing similar answers on top of each other.*
5. Hand out the “Verbal and Social Bullying” (Appendix J) sheet.
6. Discuss the ways to avoid being a victim of verbal and/or social bullying.
7. Discuss what to do if you are being verbally and/or socially bullied.
8. Discuss what to do if you witness someone being verbally and/or socially bullied.
9. Create a list of strategies for students to use on flip chart paper and post in a highly visible place for the duration of the unit.

10. Hand out “Journal Entry #2” (Appendix K).
11. Direct students to work on the journal entry.
12. Collect, read and respond to journal entries.

**Materials:**

- Handout “Verbal and Social Bullying Definitions” (Appendix I)
- Handout “Verbal and Social Bullying” (Appendix J)
- Handout “Journal Entry #2” (Appendix K)

**Evaluation:**

Students will be evaluated on:

- Bullying Unit Rubric – Self-Evaluation (Appendix C);
- Bullying Unit Rubric – Teacher Evaluation (Appendix D);
- Journal Rubric (Appendix H).

**Lesson 4** (2 x 40 minutes)

Students will explore the concepts of Extortion, and Threats and Intimidation including prevention and strategies.

**Specific Expectations (Outcomes):**

Students will:

- define extortion, threats and intimidation;
- identify the characteristics of extortion, threats and intimidation;
- learn how to avoid being a victim of extortion, threats and intimidation;
- learn what to do if they are being victimized through extortion, threats or intimidation;
- learn what to do if they witness someone being victimized through extortion, threats or intimidation.

**Strategy:**

1. Hand out the “Extortion, Threats and Intimidation” (Appendix L) sheet.
2. Come to an agreement of one succinct definition of extortion, threats and intimidation. Write the definitions on the board for students to copy onto their worksheet.
3. Discuss the definition of both types of bullying.
4. Discuss the characteristics of both types of bullying.
5. Discuss the ways to avoid being a victim of both types of bullying.
6. Create a list of strategies for students to use on flip chart paper and post in a highly visible place for the duration of the unit.
7. Discuss what to do if you witness someone being victimized by extortion, threats or intimidation.
8. Place students into groups of 3-4.
9. Distribute role-play scenarios (Appendix M).
10. Allow students 10-15 minutes to prepare their role-play.
11. Have students clear a space in the classroom to present their role-plays.

12. After each role-play lead a class discussion on the positive aspects of the participants as well as one aspect the group could improve upon in the future.
13. Hand out “Journal Entry #3” (Appendix N).
14. Direct students to work on the journal entry.
15. Collect, read and respond to the journal entries.

**Materials:**

- Handout “Extortion, Threats and Intimidation” (Appendix L)
- Handout “Journal Entry #4” (Appendix N)

**Evaluation:**

Students will be evaluated on:

- Bullying Unit Rubric – Self-Evaluation (Appendix C);
- Bullying Unit Rubric – Teacher Evaluation (Appendix D);
- Journal Rubric (Appendix H).

**Lesson 5** (40 minutes)

Students will discuss the concepts of Cyber Bullying including prevention and strategies.

**Specific Expectations (Outcomes):**

Students will:

- define cyber bullying;
- identify the characteristics of cyber bullying;
- learn how to avoid being a victim of cyber bullying;
- learn what to do if you are being cyber bullied;
- learn what to do if you witness someone being cyber bullied.

**Strategy:**

1. Distribute “Cyberbullying Word Search”. (Appendix O)
2. Hand out the “Cyber Bullying” sheet. (Appendix P)
3. Come to an agreement of one succinct definition of cyber bullying. Write the definition on the board for students to copy onto their worksheet.
4. Discuss the definition of cyber bullying.
5. Discuss the characteristics of cyber bullying.
6. Discuss the ways to avoid being a victim of cyber bullying.
7. Discuss what to do if you are being cyber bullied.
8. Create a list of strategies for students to use on flip chart paper and post in a highly visible place for the duration of the unit.
9. Discuss what to do if you witness someone being cyber bullied.
10. Hand out “Journal Entry #4” (Appendix Q)
11. Direct students to work on the journal entry.

12. Collect, read and respond to the journal entries.

**Materials:**

- Handout “Cyber Bullying” (Appendix P)
- Handout “Journal Entry #4” (Appendix Q)

**Evaluation:**

Students will be evaluated on:

- Bullying Unit Rubric – Self-Evaluation (Appendix C);
- Bullying Unit Rubric – Teacher Evaluation (Appendix D);
- Journal Rubric (Appendix H).

**Lesson 6** (40 minutes)

Students will explore the concepts of Sexual Bullying including prevention and strategies.

**Specific Expectations (Outcomes):**

Students will:

- define sexual bullying;
- identify the characteristics of sexual bullying;
- learn how to avoid being a victim of sexual bullying;
- learn what to do if they are being sexually bullied;
- learn what to do if they witness someone being sexually bullied.

**Strategy:**

1. Hand out the “Sexual Bullying” sheet. (Appendix R)
2. Discuss the definition of sexual bullying.
3. Discuss the characteristics of sexual bullying.
4. Using the flip chart and/or blackboard have students use the graffiti method to non-verbally discuss sexual bullying.
5. As a class discuss the ways to avoid being a victim of sexual bullying.
6. Discuss what to do if you are being sexually bullied.
7. Create a list of strategies for students to use on flip chart paper and post in a highly visible place for the duration of the unit.
8. Discuss what to do if you witness someone being sexually bullied.
9. Hand out “Journal Entry #5” (Appendix S)
10. Direct students to work on the journal entry.
11. Collect, read and respond to the journal entries.

**Materials:**

- Handout “Sexual Bullying” (Appendix R)
- Handout “Journal Entry #5” (Appendix S)



**Evaluation:**

Students will be evaluated on:

- Bullying Unit Rubric – Self-Evaluation (Appendix C);
- Bullying Unit Rubric – Teacher Evaluation (Appendix D);
- Journal Rubric (Appendix H).

**Lesson 7** (3 x 40 minutes)

Students will demonstrate their understanding and knowledge in the various types of bullying through the creation of a “Dear Diary” anonymous letter.

**Specific Expectations (Outcomes):**

Students will:

- define the type of bullying in their scenario;
- describe the emotional and/or physical impact on the victim;
- describe the reaction of the victim;
- outline the steps the victim took in reporting the incident;
- describe the outcome of reporting the bullying both positive and negative.

**Strategy:**

1. Distribute the “Dear Diary Letter Assignment”. Explain the assignment expectations to the students. (Appendix T)
2. Assign the students one of the forms of bullying studied during the unit, ensuring that there is an even distribution of the types amongst the students.
3. Encourage students to complete a rough draft of the letter during the second work period for proofreading.
4. Ensure that the final submissions that are printed are printed in duplicate, one with the student’s name for marking, one left anonymous for use in the poster assignment in the next lesson.

**Materials:**

- Handout “Dear Diary Letter Assignment” (Appendix T)

**Evaluation:**

Students will be evaluated on:

- Dear Diary Letter Rubric (Appendix U)
- Bullying Unit Rubric – Self-Evaluation (Appendix C)
- Bullying Unit Rubric – Teacher Evaluation (Appendix D)

**Lesson 8** (3 x 40 minutes)

In this activity the students will be putting their understanding and knowledge of the types of bullying to good use. Now that the students have become aware of the 7 types of bullying, it is time for them to increase the awareness of others. The students will create posters to put up in the classroom identifying the different types of bullying and providing strategies to

deal with bullying.

**Specific Expectations (Outcomes):**

Students will:

- review the different types of bullying;
- create a poster using the “Dear Diary” letters from Lesson 7 to heighten awareness of bullying.

**Strategy:**

1. Hand out the “Bullying Prevention Poster” outline. (Appendix V)
2. Discuss the outline with the students.
3. Place the “Dear Diary” letters in a box (*ensure that the authors name is not on the letter*). Allow students to pull a letter from the box.
4. Each student is to create a poster to answer the question posed in the diary letter.
5. Direct students to create a rough draft of their poster.
6. Allow students time to create their final draft.
7. Post the posters in the classroom.

**Materials:**

- Handout “Bullying Prevention Poster” (Appendix V)
- Bullying Unit Rubric – Self-Evaluation (Appendix C)
- Bullying Cumulative Activity – Self-Evaluation (Appendix W)
- Bullying Cumulative Activity – Teacher Evaluation (Appendix X)

**Evaluation:**

Students will be evaluated on:

- Bullying Unit Rubric – Self-Evaluation (Appendix C)
- Bullying Unit Rubric – Teacher Evaluation (Appendix D)
- Bullying Cumulative Rubric – Self-Evaluation (Appendix W)
- Bullying Cumulative Rubric – Teacher Evaluation (Appendix X)

## Appendices

A – Case Studies

B – Bullying

C – Bullying Prevention Unit Self-Evaluation Rubric

D – Bullying Prevention Unit Teacher Evaluation Rubric

E – Physical Bullying Think-Pair-Share

F – Physical Bullying Information

G – Journal Entry #1

H – Journal Rubric

I – Verbal and Social Bullying Definitions

J – Verbal and Social Bullying

K – Journal Entry #2  
L – Extortion, Threats and Intimidation  
M – Role Play Scenarios  
N – Journal Entry #3  
O – Cyberbullying Word Search  
P – Cyber Bullying  
Q – Journal Entry #4  
R – Sexual Bullying  
S – Journal Entry #5  
T – Dear Diary Letter Assignment  
U – Dear Diary Letter Rubric  
V – Bullying Prevention Poster  
W – Bullying Culminating Activity Self-Evaluation Rubric  
X – Bullying Culminating Activity Teacher Rubric

### **Other Possible Course Applications**

None