



About Bullying CyberBullying - Level 3 Staff Activity Guide

What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

Viewing the Video:

Without Student Video Viewing Guide - (8 minutes)
With Student Video Viewing Guide - (9-12 minutes)

Student Activities:

Activity #1 Group Activity - (20 minutes)
Activity #2 Write About It - (5-10 minutes)
Activity #3 Art Activity - (15 minutes)

Brain Quiz:

(5-10 minutes)

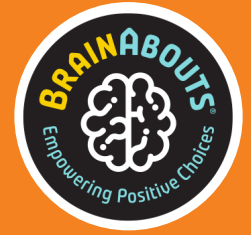
Student Video Viewing Guide Strategies:

Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning, answering the question "How do you think conflict is different from bullying?"
- Ask students to "pair and share" with a classmate on how empathy may stop bullying from occurring?

During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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Brain Quiz Answer Key: (5-10 minutes)

1. For an interaction to be called bullying, there must be: (Answer: a. an imbalance of power and repetition)
2. Which of the following is not a type of bullying? (Answer: c. empathic bullying)
3. Bullying behavior peaks in _____ grade, and cyberbullying peaks in _____ grade. (Answer: b. 7th, 8th)
4. Which of the following is a big deterrent to bullying? (Answer: d. empathy)
5. Cyberbullying can occur through all of the following except: (Answer: d. all of the above)

Student Activity Options:

Activity #1 Group Activity (20 minutes)

- a. Materials needed: 5 slips of paper, writing tool, and a jar.
- b. Directions: divide the class into 5 groups of students. Have each group draw an "Upstander Behavior" (1. Question the bullying behavior or verbally change the subject, 2. Use humor to redirect the conversation, 3. Walk with the person that is being bullied to minimize bullying interactions, 4. Reach out privately to the person that was bullied to let them know that you disagree with the behavior and you care. 5. Tell someone like a parent or a teacher that bullying or cyberbullying is happening) and then create a skit demonstrating a bullying interaction and upstander behavior.
- c. Criteria for success: students use realistic bullying scenarios and thoughtful, attainable upstander behavior during their skits.

Activity #2 Write About It (5-10 minutes)

- a. Materials needed: journal or paper and writing utensil.
- b. Directions: Write About It. Have the students write on the following reflection questions:
 - Have you ever been bullied?
 - Have you ever witnessed bullying?
 - What do you think motivates a bully?
 - What kind of thoughts and emotions may the victim experiencing bullying have?
 - What upstander behavior do you believe helps bullying most?
- c. Criteria for success: students are able to identify thoughts, feelings, and/or experiences associated with bullying.

Activity #3 (Art Activity) (15 minutes)

- a. Materials needed: 1 half-sheet poster board per group, and markers.
- b. Directions: empathy is the ability to understand and share the feelings of another. Either individually or in groups of 2-4 students, create artwork with an acronym that describes E M P A T H Y. (Ex. E= Everyone has feelings)
- c. Criteria for success: students will be able to identify attributes of empathy and use the letters as the beginning of each statement.