|  |  |
| --- | --- |
| Lesson Objective | Students will identify whom they turn to for support. Students will understand the importance of telling someone and consider appropriate ways to handle different situations. |
| Teacher’s Goal for Self | Normalize the desire to not want to involve adults. Encourage students to really connect the topic to their own life and explore real things they would say or do. |
| Language & Formulas | **Rely on-** to need help or support from, trust or count on**Drama**- a conflict that involves a lot of emotions, gossip, often as a way to get attention**Playing around-** playful, teasing comments, joking, sarcastic, not intended to hurt, made from a place of play, love & acceptance **Bullying-** acting in a way that is hurtful to someone else**Escalate-** to get worse or stronger, to increase in intensity |
| Assumptions | Students have experienced or witnessed bullying happening either at school or outside of school. |
| Expected Problems | Students may be resistant to the topic, not take it seriously, or not feel comfortable sharing. |
| Materials | Who do you Call? (1/student)Bullying Behavior Thermometer Cards (1 set/group)Pre/Post Eval Qs |
|  |  |
| Introduction: 5 min.  | In groups, have students discuss what is the difference between "**drama**" "**playing around/teasing**" and "**bullying**"? How do you know? (define)When does harmless playing around begin to **escalate**?Share out with the class.**Bullying Behavior Thermometer** Next, hand out one bullying behavior card and have students in groups decide where the fall in order from "coldest" (least severe) to "hottest" (most severe) Emphasize that there is not a right or wrong here and it's okay if we disagree.Are all types of bullying equal? Do all types effect people in the same way?Other points to consider: how tone of voice, nonverbals impact how severe a certain behavior might be |
| Presentation: 5 min.  | There are 3 main things that define bullying behavior:1. **Deliberate**- aggressive unwanted behavior, the person intends their words and/or actions to be hurtful
2. **Repeated**—the person continues with the hurtful behavior multiple times
3. **Power Imbalance**—the person who is bullied is somehow vulnerable.

Discuss deliberate with the students—relate it back to how when people are playing around, they aren't meaning to be hurtful and if they realize it is hurtful, they would stop.Ask students what might make power imbalances between the person doing the bullying and the person being bullied:Age (older/younger)Gender (boys/girls)Size (height, weight, & strength)Social statusStyle/ClothingAcademic success(Dis)abilities |
| Practice: 10 min.  | *Who do you Call? (*from WhyTry)Pass out one worksheet to each student and have them answer the questions.**Processing the Experience:*** How many people are on your sheet? What are the different ages of people on your sheet? These are all people you **rely on** (define). You may not need their help every day but they are there if you need them.
* How many relatives are on your sheet? Does it include your parents? If so, how often?
* How do you feel about the people who you call? The people who call you? Are your feelings about them different? Why or why not?
* Look at the different people you have on your list, do you feel like in your relationships with that person, do you ask for more help, does the other person ask for more help, or is is about equal? Ask students if they feel like this is okay? Discuss balance within a relationship and how it should be a give and take but there will be times when one person needs more support than the other and that's okay.

Only 1 in 10 teens who are being bullied will tell anyone about it. Why do you think that is?Why is it important to talk about it?If someone started bullying you, who would you talk to about the situation? Why?What would you do if the person you told didn't take it seriously? |
| **TGYS Post Measure** | Exit Ticket: Have students fill out answer to question. |
| Review  | 1. What are the three main things that define bullying behavior?
2. Who are the people you rely on for help and support?
 |
|  |  |

**Notes**: \_\_\_# of students; \_\_\_Girls \_\_\_Boys

\_\_\_# of students showed increase in understanding