



BULLIES: WHO BULLIES ARE, WHAT BULLYING IS, AND HOW WE STOP IT.

OVERVIEW:

The goal of this activity is to inform and educate students about bullying. The lesson plan asks students to consider a list of behaviors and decide in breakout sessions which ones do not constitute bullying. After tallying the results, the Justice Teaching volunteer discusses each behavior and reveals that every one qualifies as bullying under the Florida Statutes. The students are given both the state statute that governs school bullying and the anti-bullying policy for their school district. The lesson offers students tools to address bullying in school. The lesson concludes by explaining some of the consequences of bullying, not just to the victim, but also to the bully, other students, and society in general.

OBJECTIVES:

Upon successful completion of this activity, students will:

- be able to define the term “bullying” and describe various conduct that constitutes bullying;
- understand that a State law prohibits bullying in school, and that their individual school district has a specific policy to address bullying;
- learn techniques for addressing bullying behavior; and
- understand the long-term consequences of bullying.

MATERIALS NEEDED:

- PowerPoint Presentation.
- Handout of behaviors for students to select which behaviors do not qualify as bullying/ Handout A.
- A board or a large sheet of paper upon which to list the behaviors and tally the students’ votes.
- Florida’s anti-bullying statute/Handout B
- Copies of the anti-bullying policy for the school district where the lesson is to be conducted. The policy for each school district in the State of Florida can be accessed on the Justice Teaching Lessons page under the link “School District Policies.”

TIME REQUIRED: 60 minutes recommended. Can be shortened or lengthened.

NEXT GENERATION SUNSHINE STATE STANDARDS:

Grade 7:
Civics and Government: Standard 2
Benchmarks SS.7.C.2.12 & SS.7.C.2.13

Grades 9-12:
Civics and Government: Standard 2
Benchmarks SS.912.C.2.10 & SS.912.C.2.11



ACTIVITIES:

This handout will be used in conjunction with the PowerPoint presentation titled: “Bullies: Who bullies are, what bullying is, and how we stop it.”

1. **Slide 1:** Introduce yourself and let the students know that they will be given an opportunity to consider and discuss one of the most important issues facing schools in America today: **Bullying.**
2. **Slides 2-3:** Ask the students what a bully is, how a bully behaves, and what a bully does. Follow up by showing the students a general definition of the term “bullying.” According to the Florida Statutes, bullying means to systematically and chronically inflict physical hurt or psychological distress on one or more students.
3. **Slides 4-5:** Inform the students of their project for this session: They are to break into groups of four or five, review a list of fourteen different behaviors, discuss those behaviors, and identify, as a group, three behaviors that they believe do not constitute bullying. Advise the students that they should be prepared to explain their choices. **Distribute copies of Handout A to the students.** The students should nominate one person to present the group’s selections to the rest of the class and explain why the group believes that the conduct does not constitute bullying. Give the students ten minutes to make their selections. While the students are in the breakout sessions, write each of the fourteen items on a large sheet of paper or a board.
4. **Slides 6-7:** Ask the leader of each group to present and explain the group’s selections to the class. Place one check next to each behavior that a group names as conduct that it believes does not constitute bullying. Tally up the responses to determine which three behaviors received the most votes.
5. **Slides 8-22:** Review individually each of the behaviors on the list (there is a slide for each behavior), and inform the students that each constitutes bullying.
6. **Slides 23-24:** Ask the students if bullying is a problem at their school and whether they think there should be a law against bullying. Let the students know that in 2008, the Florida Legislature enacted a statute against bullying in public schools. **Distribute copies of Handout B to the students** (the Florida bully statute) and ask them to look over the definition of bullying and the conduct it encompasses. Let them know that the statute covers conduct that occurs on the way to school (i.e., the bus example) and after school activities, (i.e., the football practice and school dance examples). Also, let them know that under the statute, the victim of bullying can be a public school employee. Then, ask students this question: “If a certain type of behavior is not included in the statute, is it still bullying?”



7. **Slides 25-26:** Let the students know that the answer to this question is “It can be.” Explain that the bullying statute is located in the Florida Education Code and therefore only applies to conduct that is school related. To show the students how bullying conduct can fall outside the scope of the statute, tell them that to send another student a threatening anonymous email using a home computer is bullying. The only reason this conduct does not qualify as bullying under the statute is because it did not occur on school property, through the use of school equipment, or during school hours or activities.
8. **Slide 27:** Ask students if anything can be done to stop or curb bullying in school. Obtain a couple of general answers. There is no need to go into great depth as the lesson plan later provides the students with a number of suggestions.
9. **Slides 28-29:** Let the students know that while there is at least one bully and one victim in any bullying incident, there is also a possibility of a third-party being involved: The bystander. Explain that sometimes bullies like to exert their power in front of an audience to show that they are tough or to be feared.
10. **Slides 30-31:** Provide a list of actions victims can take to stop bullying that has already commenced or to avoid bullying altogether. **Emphasize that if there is any possibility of risk to their personal safety, victims should not stand up to the bully by telling him/her to stop.**
11. **Slides 32-34:** Let the students know that, as bystanders, they can help to stop or prevent bullying. Describe the various actions that a bystander can take to end a bullying situation that has commenced or to prevent a bullying situation from starting. As with the victim slide above, **emphasize that if there is any possibility of risk to their personal safety, the bystander should not stand up to the bully by telling him/her to stop bullying the victim.** Assert that telling a teacher, the principal, or someone in a position of authority about a bully is not tattling and explain the difference between the two terms. “Tattling” is when a student tells an adult about another student’s actions simply to get him or her into trouble. “Telling” is when a student speaks to an adult about another student’s actions because those actions were unsafe or hurt another person.
12. **Slides 35-39:** Ask the students the following question: “If you are not the one being bullied, should you care?” List the various long-term consequences of bullying, including:
 - It can lead to depression and profound sadness.
 - The victims’ education can suffer as a result of bullying.
 - Tell the students to assume the perspective of the victim. If they were being bullied, ask them if they would like to someone to help them avoid or escape a bully.
 - It has been connected to later acts of student violence.
 - Kids who are bullies grow into adult bullies and are more likely to have children who are bullies. Thus, bullying can become a cycle of fear, intimidation, and violence that is passed down through generations.



- Bullies are more likely to engage in criminal activity when they are adults. A study revealed that 60% of boys who were bullies in middle school had at least one criminal conviction by the age of 24.
13. **Slides 40-43:** Inform the students that the consequences of bullying can be severe for the bullies themselves. **Distribute the policy on bullying for the students' school district.** Review with students the consequences of bullying according to their school policy. Also, tell the students that recently, a college student was expelled and sentenced to 30 days in jail plus three years of probation for what was viewed as an act of bullying. The student used a webcam on his computer to spy on his roommate and then encouraged other students to spy on the roommate through the webcam.
 14. **Slide 44:** Conclude the presentation by emphasizing to students that each of them can make a difference with regard to bullies at their school. Thank the students for their attention and participation.



IDENTIFYING A BULLY/HANDOUT A

Which of the following are not examples of bullying? **Your task:** Circle 3 items from the list below that you believe are not examples of bullying and be prepared to explain why they do not fit the definition of a bully.

1. Making fun of another student because he or she dresses differently while on a school field trip.
2. Spreading rumors about a student behind his or her back.
3. Deliberately not inviting a fellow student to hang out with you and your friends to make that student feel bad.
4. Sending a student an insulting text message while riding the school bus at the end of the day.
5. A teacher telling a student that he or she is worthless in front of the class.
6. Taking another student's homework and tearing it up.
7. Using a personal cell phone to post a nasty comment about a student on Facebook between class periods.
8. Whispering secrets to a friend in front of another student to make that student think that you are talking about him or her.
9. Leaving a mean note on a student's locker.
10. Telling a teacher that one student is humiliating another, even though the student who informed the teacher knows that this is not true.
11. Blocking the hallway while a student is trying to get to class.
12. Following a student around with the intent to scare him or her while attending a school dance.
13. Threatening a teacher by saying, "If you call my parents, you'll be very sorry."
14. Intentionally tripping a student at football practice after school.



HANDOUT B

1006.147, Florida Statutes, Bullying and harassment prohibited.—

(1) This section may be cited as the "Jeffrey Johnston Stand Up for All Students Act."

(2) Bullying or harassment of any student or employee of a public K-12 educational institution is prohibited:

(a) During any education program or activity conducted by a public K-12 educational institution;

(b) During any school-related or school-sponsored program or activity or on a school bus of a public K-12 educational institution; or

(c) Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 educational institution.

(3) For purposes of this section:

(a) "Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students and may involve:

1. Teasing;
2. Social exclusion;
3. Threat;
4. Intimidation;
5. Stalking;
6. Physical violence;
7. Theft;
8. Sexual, religious, or racial harassment;
9. Public humiliation; or
10. Destruction of property.



(b) "Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school.

(c) Definitions in s. 815.03 and the definition in s. 784.048(1)(d) relating to stalking are applicable to this section.

(d) The definitions of "bullying" and "harassment" include:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in paragraph (a) or paragraph (b) by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a student or school employee by:
 - a. Incitement or coercion;
 - b. Accessing or knowingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system; or



c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

(4) By December 1, 2008, each school district shall adopt a policy prohibiting bullying and harassment of any student or employee of a public K-12 educational institution. Each school district's policy shall be in substantial conformity with the Department of Education's model policy mandated in subsection (5). The school district bullying and harassment policy shall afford all students the same protection regardless of their status under the law. The school district may establish separate discrimination policies that include categories of students. The school district shall involve students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies in the process of adopting the policy. The school district policy must be implemented in a manner that is ongoing throughout the school year and integrated with a school's curriculum, a school's discipline policies, and other violence prevention efforts. The school district policy must contain, at a minimum, the following components:

- (a) A statement prohibiting bullying and harassment.
- (b) A definition of bullying and a definition of harassment that include the definitions listed in this section.
- (c) A description of the type of behavior expected from each student and employee of a public K-12 educational institution.
- (d) The consequences for a student or employee of a public K-12 educational institution who commits an act of bullying or harassment.
- (e) The consequences for a student or employee of a public K-12 educational institution who is found to have wrongfully and intentionally accused another of an act of bullying or harassment.
- (f) A procedure for reporting an act of bullying or harassment, including provisions that permit a person to anonymously report such an act. However, this paragraph



does not permit formal disciplinary action to be based solely on an anonymous report.

(g) A procedure for the prompt investigation of a report of bullying or harassment and the persons responsible for the investigation. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at a school bus stop.

(h) A process to investigate whether a reported act of bullying or harassment is within the scope of the district school system and, if not, a process for referral of such an act to the appropriate jurisdiction.

(i) A procedure for providing immediate notification to the parents of a victim of bullying or harassment and the parents of the perpetrator of an act of bullying or harassment, as well as notification to all local agencies where criminal charges may be pursued against the perpetrator.

(j) A procedure to refer victims and perpetrators of bullying or harassment for counseling.

(k) A procedure for including incidents of bullying or harassment in the school's report of data concerning school safety and discipline required under s. 1006.09(6). The report must include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report must include in a separate section each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this section with recommendations regarding such incidents. The Department of Education shall aggregate information contained in the reports.



(l) A procedure for providing instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying or harassment.

(m) A procedure for regularly reporting to a victim's parents the actions taken to protect the victim.

(n) A procedure for publicizing the policy, which must include its publication in the code of student conduct required under s. 1006.07(2) and in all employee handbooks.

(5) To assist school districts in developing policies prohibiting bullying and harassment, the Department of Education shall develop a model policy that shall be provided to school districts no later than October 1, 2008.

(6) A school employee, school volunteer, student, or parent who promptly reports in good faith an act of bullying or harassment to the appropriate school official designated in the school district's policy and who makes this report in compliance with the procedures set forth in the policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

(7)(a) The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.

(b) This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, or computer network when acting within the scope of his or her lawful employment or investigating a violation of this section in accordance with school district policy.

(8) Distribution of safe schools funds to a school district provided in the 2009-2010 General Appropriations Act is contingent upon and payable to the school district upon the Department of Education's



approval of the school district's bullying and harassment policy. The department's approval of each school district's bullying and harassment policy shall be granted upon certification by the department that the school district's policy has been submitted to the department and is in substantial conformity with the department's model bullying and harassment policy as mandated in subsection (5). Distribution of safe schools funds provided to a school district in fiscal year 2010-2011 and thereafter shall be contingent upon and payable to the school district upon the school district's compliance with all reporting procedures contained in this section.

(9) On or before January 1 of each year, the Commissioner of Education shall report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on the implementation of this section. The report shall include data collected pursuant to paragraph (4)(k).

(10) Nothing in this section shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.