

# Bullying Prevention: Identity

Grade 10



# American School Counselor Association Standards: Mindsets and Behaviors for Student Success

## *Mindset*

- *M 2.* I can show an understanding of acceptance, respect, support, and inclusion for self and other in the school environment.
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## *Social Skills*

- *B-SS 2.* I can have positive, respectful and supportive relationships with students who are similar and different from me.
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# American School Counseling Association Standards: Mindsets and Behaviors for Student Success

ASCA Standard:  
Social Skills

*Behavior:* BSS 10 Cultural  
awareness, sensitivity and  
responsiveness

Learning  
Objectives

Students will be  
able to explain the  
difference  
between  
conscious and  
unconscious bias,  
and define what  
bigotry means.

Students will be able to explain how  
being part of a group—and feeling  
safe to show that identity—can  
affect how someone learns.

Students will be able  
to identify and  
explain 3–5 key  
dimensions of  
identity (such as  
race, gender, culture,  
and ability) and  
understand how  
these aspects shape  
who we are.





ASCA Standard:  
Social Skills

## American School Counseling Association Standards: Mindsets and Behaviors for Student Success

*Behavior:* B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.

Students will be able to differentiate between the definitions of bullying, harassment, sexual harassment, and discrimination.

Learning  
Objectives

Students will be able to ask for help or report bullying  
Students will be able to stand up for themselves or a friend against a bully

Students will know the basic protections Title IX provides.

Students will be able to name the four different types of bullying and at least three possible consequences of bullying.

# PRE-TEST



## **Content Objective:**

- Students will understand why humans are biologically drawn to be in groups
- Students will understand the differences between unconscious and conscious bias and bigotry, and will know strategies to identify their own biases

## **Language Objective:**

- Students will be define key vocabulary and explain its relationship to identity
- Students will explain the concept of identity and the various pieces that make up their own identity



A thick, yellow, wavy line that starts from the left edge of the frame and curves upwards and then downwards, resembling a stylized 'S' or a decorative flourish.

**Our identity helps us make  
sense of ourselves and our  
experiences.**



**What does identity mean to you?**

# Key Vocabulary



Identity



Ability



Cultural Identity



Unconscious Bias



Gender Identity



Conscious Bias



Personal Values



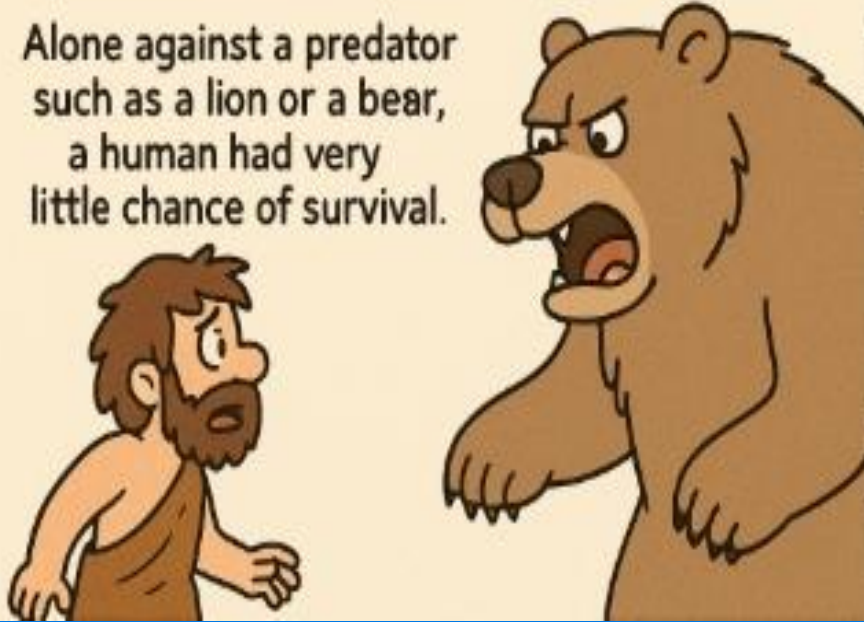
Bigotry

# Key Information:

Why are humans drawn toward identification with groups of other humans?

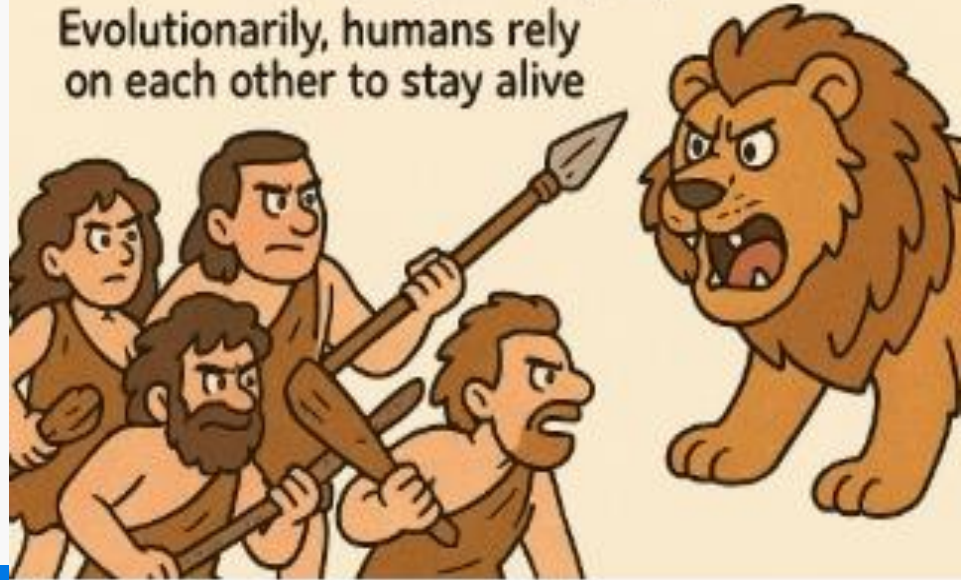
Historically, humans are not the fastest or strongest creatures

Alone against a predator such as a lion or a bear, a human had very little chance of survival.



However, when we group together our chance of survival against the lion goes way up!

Evolutionarily, humans rely on each other to stay alive



- It is **biologically ingrained** (built into our bodies and brains from birth) to care about what other people think about us.
  - To our brain, this feeling is very strong—it feels like a matter of survival, or staying alive and safe.
- That's why humans live in **communities** or in groups of people who live or work together.
- Our communities impact how we and others view our identities.



- Being part of a community creates **social connectedness** (feeling close and connected to others).

- This connection helps us feel happy, safe, and able to learn new things.

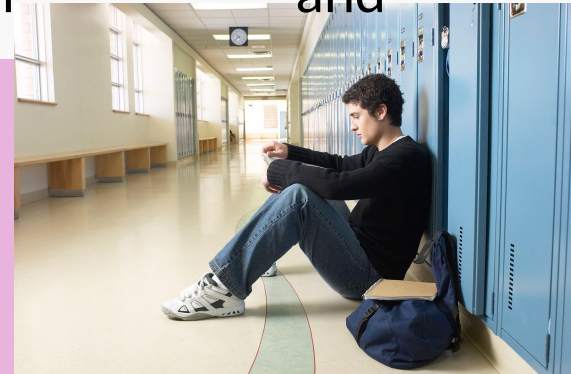


- **Example:**

- When your friends like you and you feel part of a group, you feel happy and safe.

- When you feel safe, it is easier to pay attention and learn at school.

- If you feel alone or left out, you might feel sad or worried, and learning can be harder.



# Components of identity



## Cultural identity

How we see ourselves based on the group or culture we belong to. It can include things like language, traditions, values, and beliefs that are shared by that group.

## Gender identity



How a person understands and experiences their own gender.



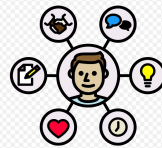
## Personal interests

Activities that you choose to engage in based on interests.



## Personal values

Guiding principles that help you decide how you act and understand the world around you.



## Ability

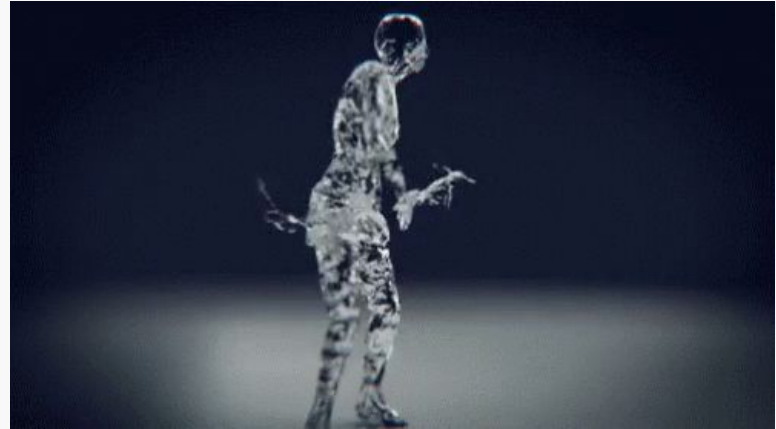
The capacity or means to do something.

**Identity** is fluid, meaning aspects of it can change over one's life

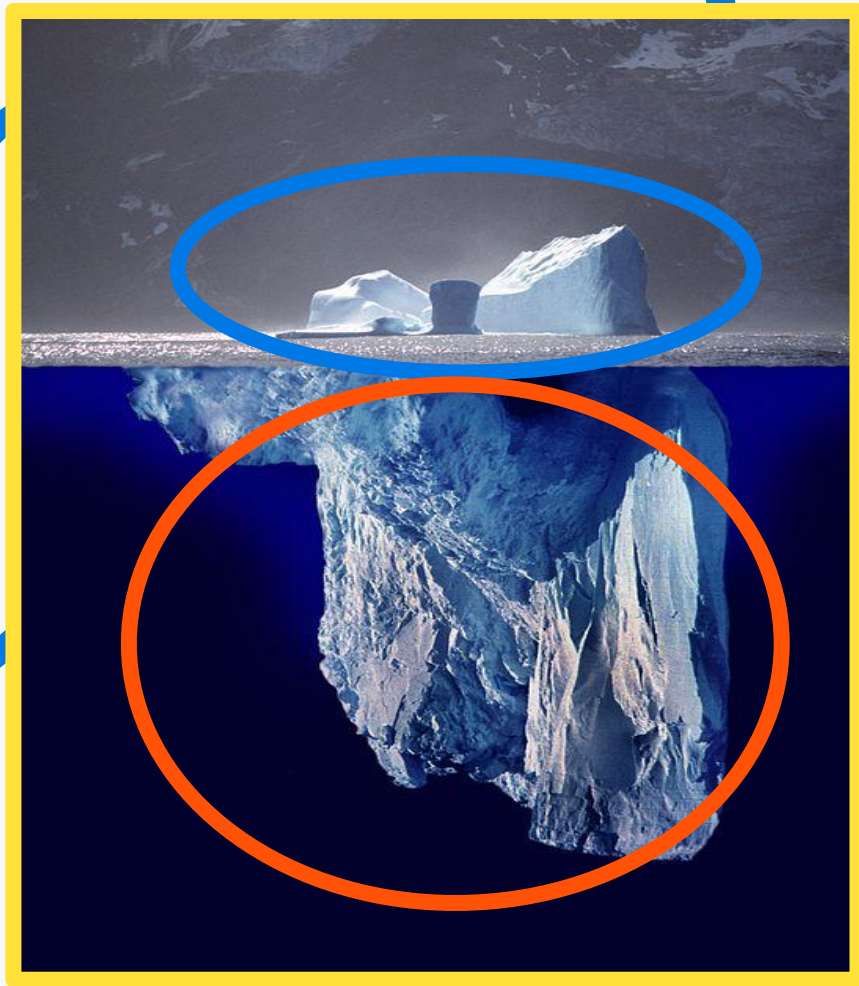


Questions to be prepared to share about...

1. What aspects of your identity have changed so far throughout your life?
2. What would cause an aspect of your identity to change?
3. How would a change to your identity impact how you live your life?

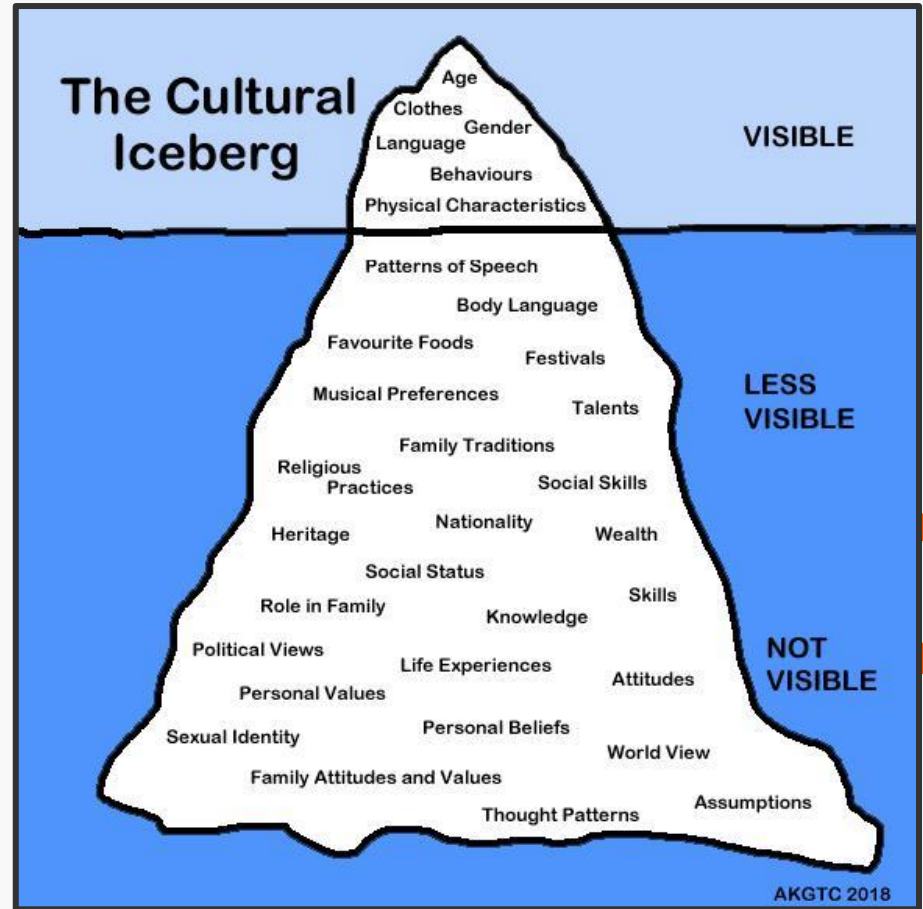


Ultimately, you are the only one who defines your identity.



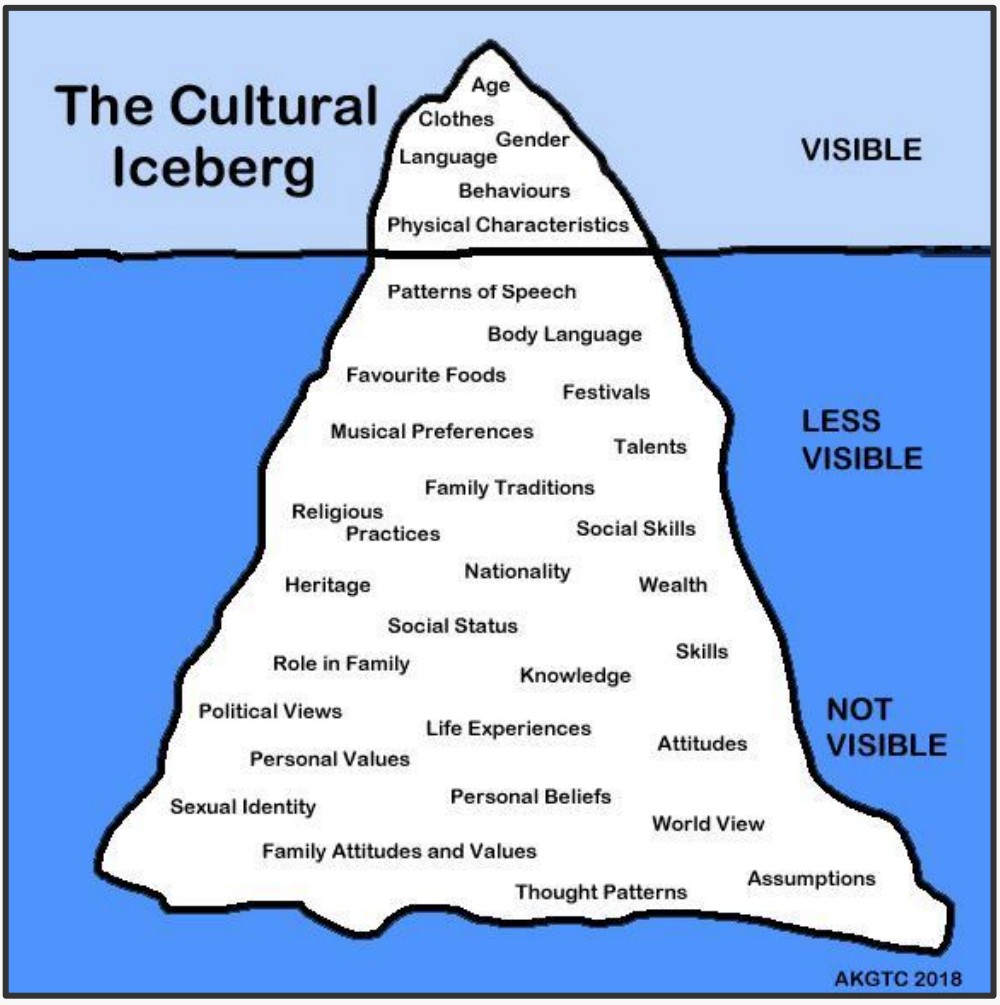
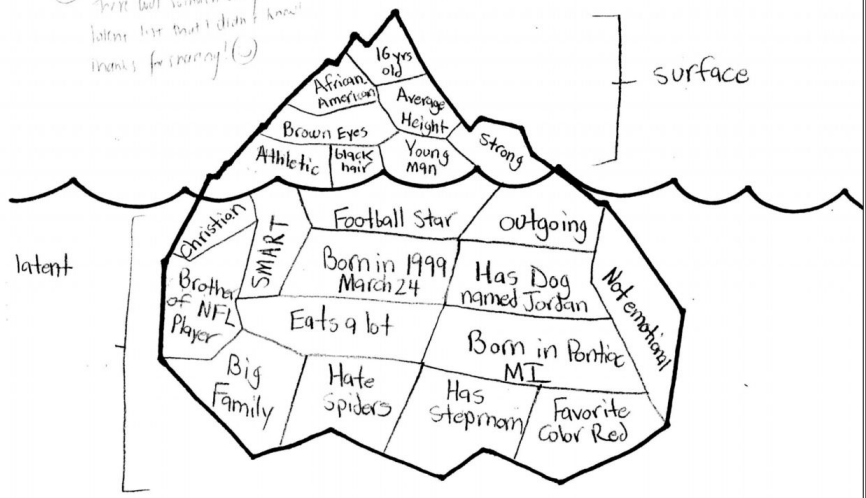
- This iceberg represents you.
- The part of the iceberg that is out of the water, circled in blue, are the parts of your identity that others see. 👁
- The parts of the iceberg below the surface of the water are the parts of your identity that others don't see. 👁❌

- At the top of the iceberg, write the parts of your identity that people can see or know easily.
  - *Example: Your age, your skin color, or the clothes you wear.*
- At the bottom of the iceberg, write the parts of your identity that are private or hard for others to see.
  - *Example: Your feelings, your beliefs, or your family history.*





⊕ Emily  
There was something so pure  
about her that I didn't know  
thanks for sharing! (2)





## Discussion Questions:

- What did you notice while creating your iceberg?
- Is it possible to have something listed above the surface *and* below the surface of the iceberg? Why?
- If something is above the surface, does that mean others will have full understanding of that part of your identity? Why or why not?
- How would it feel if another person had an opinion about an aspect of your identity? Has that ever happened to you?

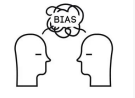
# Introducing bias

Other people WILL have opinions about parts of your identity. And you will have opinions about parts of their identities. It's part of being human.



Sometimes this is called bias.

# Let's talk about BIASES

- We all have **biases**.
- Others may have **biases** about the parts of your identity that are visible to them.
- A **bias** can be unconscious  or conscious .
- A **bias** that belittles a group of people is called **bigotry** .

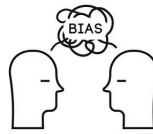
## Unconscious Bias



An **unknown** automatic prejudice in favor or against something.

Can be harmless or harmful depending on the prejudice.

## Conscious Bias



A **known** automatic prejudice in favor or against something.

Can be harmless or harmful depending on the prejudice.

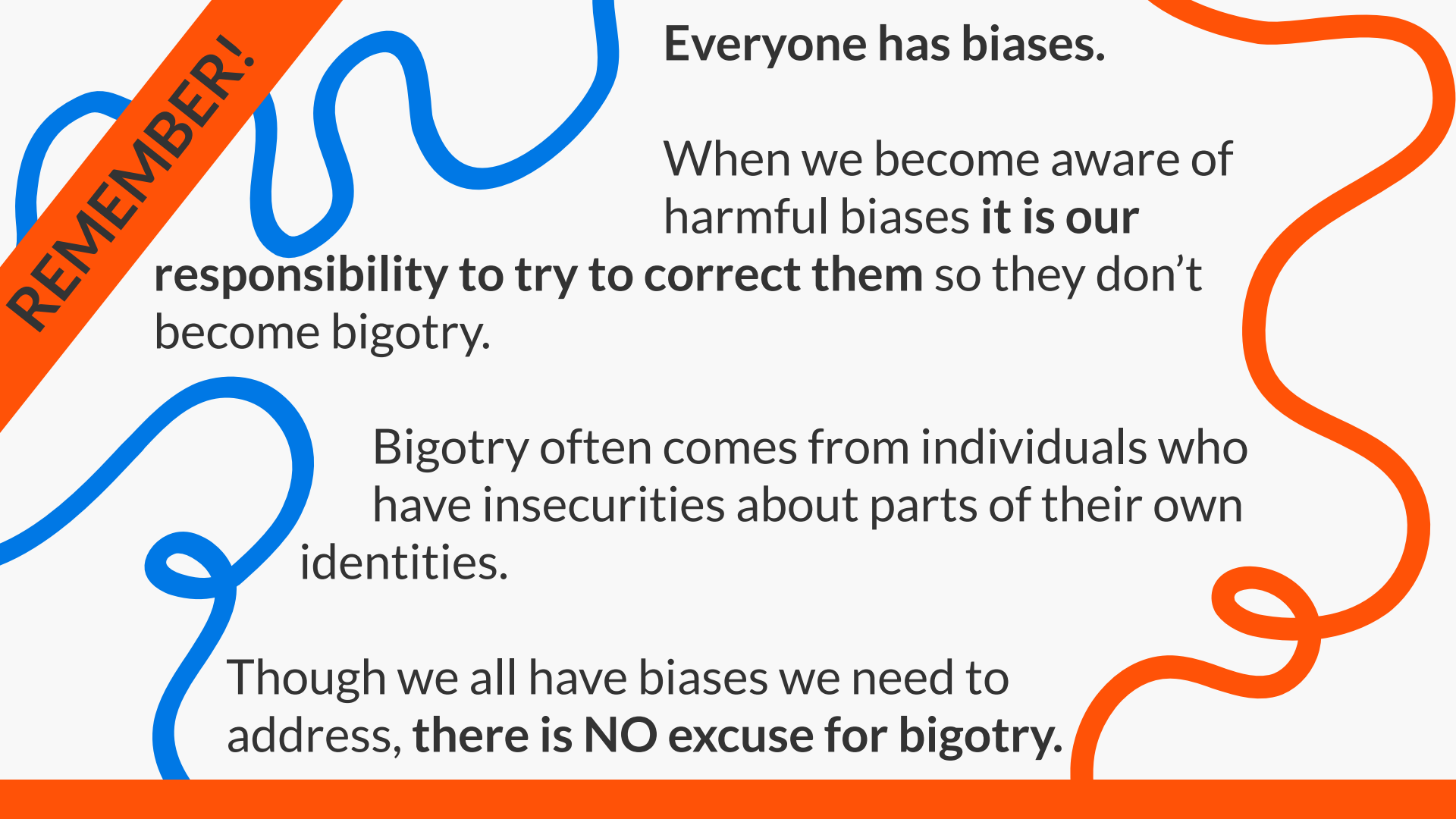
## Bigotry



When a person is **aware (knows)** of a bias that is **harmful** to a group of people but still **chooses to engage (take part)** in and **perpetuate (continue)** that bias.

Once we understand our conscious and unconscious biases, we can take the necessary steps to ensure that we treat everyone with respect and fairness.





**REMEMBER!**

Everyone has biases.

When we become aware of harmful biases **it is our responsibility to try to correct them** so they don't become bigotry.

Bigotry often comes from individuals who have insecurities about parts of their own identities.

Though we all have biases we need to address, **there is NO excuse for bigotry.**

# To address your own biases:\*



## RECOGNIZE

Recognize and accept that you have biases.

## DEVELOP

Develop the ability to self reflect and see your own blind spots.

## BE CURIOUS

Be curious, gather information without the need to take action or make decisions immediately.

## EXPLORE

Explore your discomfort, don't be afraid of it.

## ENGAGE

Engage yourself with a diversity of people. Find good role models in a variety of places.

## RECEIVE

Get feedback, ask someone you trust for support and guidance. Receive new information without defensiveness.

\*Adapted from Vanderbilt University



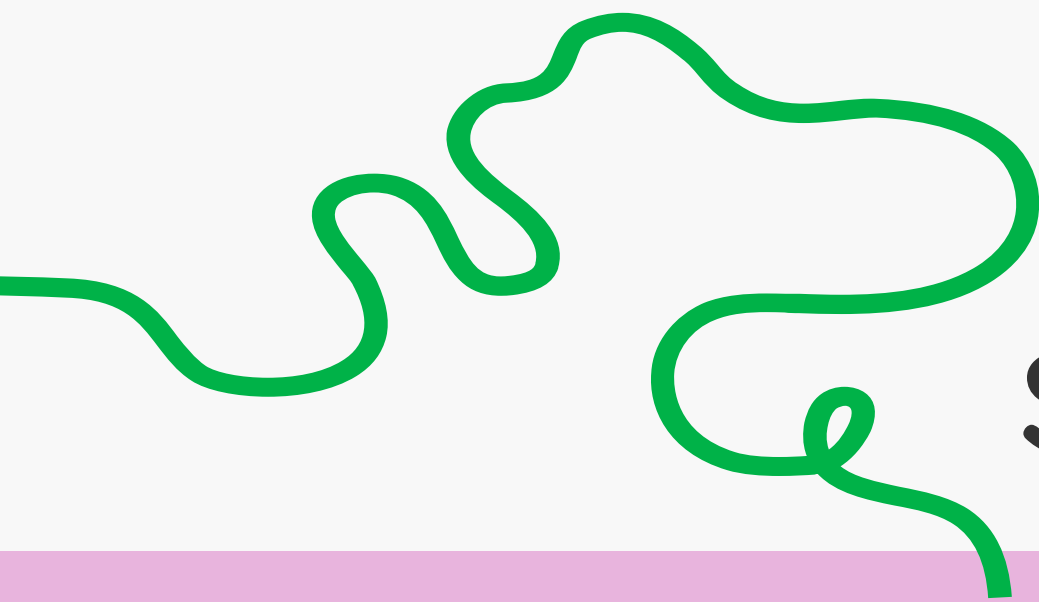
# Be an Upstander!

An upstander is a person who helps someone being bullied or treated badly. They may speak up or take action to support someone who is person being attacked or bullied.

How can you be an upstander?

- Tell a trusted adult
- Don't engage with the person laughing/joking about someone else
- Tell the person to stop
- Check in with the person being talked about and offer support





# Scenarios

On the next slides you will see fictional scenarios where people's identities are being questioned or discussed in insensitive ways. These situations are based on harmful and untrue stereotypes and should not be repeated towards other individuals.

If you are uncomfortable listening to a scenario please take a break by laying your head down or going to get some water.

# Scenario #1

Jonah and his group of friends are excited to go to this year's homecoming dance. Jonah's parents brought him traditional Ghanaian clothing and shoes for the dance. Jonah doesn't typically wear his traditional clothing to school, so he is excited to show his friends. When Jonah arrives, Nadia says his outfit is hideous and he looks crazy wearing that "weird cloth". Everyone starts laughing. Jonah runs out and calls his mom to pick him up early.

- Which aspect of identity is discussed in this scenario?
- How can you be an upstander and support Jonah?



# Scenario #2

Over the weekend, Sarah shared with friends their preferred pronouns are they/them. Sarah was nervous to share with friends and family, but was reassured by the support received. At school during lunch, Sarah shared with a few more people. Kay overheard the conversation and yelled out “She’s confused, don’t listen to her” and the whole table laughed, including Sarah’s friends. Sarah left the table to sit alone.

- Which aspect of Sarah’s identity are discussed in this scenario?
- How can you be an upstander and support Sarah?



# IN CONCLUSION, WE NOW:

## KNOW:

Key vocabulary words and their relationship to identity:

- **IDENTITY**



- **PERSONAL VALUES**



- **CULTURAL IDENTITY**



- **ABILITY**



- **GENDER IDENTITY**



- **UNCONSCIOUS BIAS**



- **CONSCIOUS BIAS**



- **BIGOTRY**



## UNDERSTAND:

- That humans have a biological, evolutionary drive to be part of a community or group;
- We all have unconscious and conscious biases;
- Bigotry is a harmful conscious bias that we do not seek to change

## ARE ABLE TO:

- Explain that identities consist of multiple aspects and some parts are fluid and change;
- Explain that we can only see a very small amount of a person's identity