



Bullying Prevention: Beyond the Basics



BULLYING DOESN'T END IN HIGH SCHOOL



**It just changes form... but
you have the POWER to
MAKE A DIFFERENCE!**

Table of contents



01 Learning Targets

02 Vocabulary

03 What is Hazing?

04 Digging Deeper into
Hate Speech

05 Cyberbullying and
Digital Citizenship

06 Creative Campaign

07 Resources





ASCA Standard:
Social Skills

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

Behavior: BSS 10 Cultural
awareness, sensitivity and
responsiveness

Learning
Objectives

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.

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 explain the difference between conscious and unconscious bias, and define what bigotry means.



**ASCA Standard:
Social Skills**

Behavior: B-SS 8. I can utilize advocacy skills for myself and others and have the ability to assert myself, when necessary.

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

Students will script a public service announcement that provides information and motivation to act around taking anti-bullying.

**Learning
Objectives**

Students will identify individuals who can offer support around being perpetrator, victim, or witness of bullying.

Students will be able to explain the impact of bullying.

Students will understand the power of their voice by exploring how bullying and hate speech are connected, and how hate speech can contribute to serious global issues, including genocide.



Vocabulary and Terms

*indicates new information

Bullying



Repetitive behavior intended harm, often with a real or perceived power imbalance

Harassment/Sexual Harassment



Purposely bothering or hurting another person physically, verbally, emotionally, or sexually, often based on one's identity

Discrimination



Treating someone unequally based on an aspect of their identity

Identity



The parts of you such as race, color, religion, gender, sexual orientation, gender identity, or disability that makes you, you. You define your own identity.

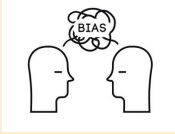




Vocabulary and Terms Cnt'd

*indicates new information

Bias



An unknown or known automatic prejudice in favor or against something.
Can be harmless or harmful depending on the prejudice.

Bigotry



When a person is aware of a bias that is harmful to a group of people and chooses to engage in, and perpetuate, that bias.

*Hate Speech



Words or actions meant to insult, threaten, or hurt someone because of their race, religion, gender, disability, or other parts of their identity.

*Hazing



Forcing someone to do something embarrassing, harmful, or dangerous to join or stay in a group





What have you heard about hazing?

What kind of things do people get hazed for?

- Sports teams
- Fraternities/sororities
- Clubs
- Gang Initiation
- Any “exclusive” group



Manipulations of hazing

- “It’s tradition.”
- “We all did it.”
- “It’s fun/funny!”
- “Don’t be so lame.”

What can you do?

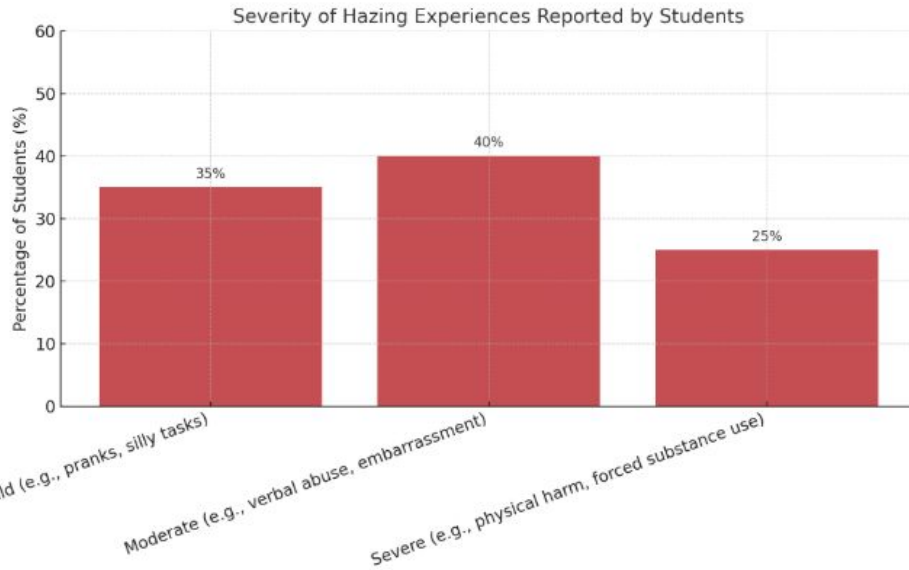
- Tell someone in authority ie: coach, dean, teacher, religious leader, and if necessary, legal authorities
- If you feel unsafe or uncomfortable, someone else does too. Speak up! You do NOT have to take part in hazing or being hazed.



Let's Dig Deeper

Adama Dieng, the United Nations Special Advisor on the Prevention of Genocide explains the dangers of hate speech in [this video](#).





 Hazing is dangerous and can even be deadly for individuals or groups of people for generations for the sake of “tradition” if no one speaks up.

Like hazing, hate speech  is also dangerous and even deadly if no one speaks up against it. It seems hard to believe considering “they’re just words,” right?

Well let’s look to an expert to help unpack that.





Let's Discuss

What part of the video stood out to you the most, and why?

Sentence starter:
"The part that stood out to me was ____ because ____."

How did the video make you feel while watching it? Why?

Sentence starter:
"I felt ____ because ____."

What do you think the speaker wants us to do after hearing this message?

Sentence starter:
"I believe he wants us to ____ so that ____."

What is the thesis or main point of the video?

Sentence starter:
"I believe the main point of the video is that ____ impacts ____."





Hate Speech in Today's World

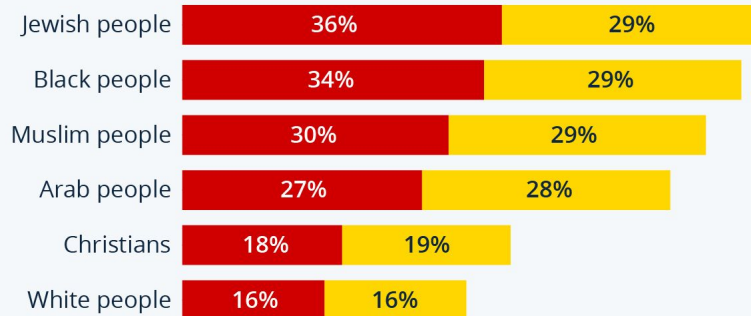
Current Impact:

- Polarization of communities
- Rise in hate crimes
- Spread of misinformation
- Online echo chambers
- Impact on democratic discourse

Hate Crimes in the U.S.: Who Bears the Brunt?

Share of respondents who see hate crimes against the following groups in the U.S. as a serious problem

■ Very serious ■ Somewhat serious



1,500 adults (18+ y/o) in the United States surveyed online Dec. 2-5, 2023
Source: YouGov via The Economist



statista

Group Discussion: How has social media amplified hate speech?





The Digital Dimension: Cyberbullying

Forms include:

- Harassing messages
- Spreading rumors online
- Sharing embarrassing photos/videos
- Creating fake profiles
- Social media harassment

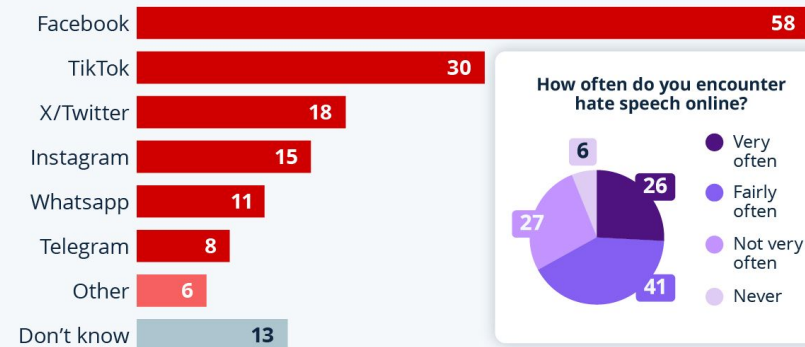
24/7 nature makes it particularly harmful

Activity: In pairs, list 3 ways cyberbullying differs from traditional bullying

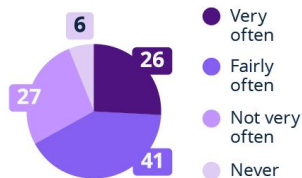
2 in 3 People Often Encounter Hate Speech Online

Share of people who have encountered hate speech online and where they think it is most prevalent (in %)*

Where do you think hate speech/disinformation is most widespread?*



How often do you encounter hate speech online?



* Includes hate speech or incitement to violence found online on social networks, the "comments" section of articles or online instant messaging

** Respondents could select up to two answers

8,000 respondents (18+ y/o) surveyed across 16 countries between Aug. 22-Sep. 25, 2023

Source: Ipsos





Digital Citizenship

Being Responsible Online:

- Think before posting
- Protect personal information
- Report harmful content
- Stand up for others
- Create positive digital footprints



Activity: Think about your social media posts from last week. What message do they send?





Creating Change: TikTok Project

Assignment Overview:

- Create one short Tik Tok-style video
 - 30-60 seconds long
- Groups of 3 or 4
 - **Focus on either an anti-hazing OR anti-hate speech message**
- **You Must:**
 - Include facts, statistics, and solutions
 - Include a call to action
 - Creative use of trending formats
 - Appropriate music/effects
 - Collaborate with classmates





Mental Health Resources

At School

- School counselor
- School Psychologist
- School Social Worker
- Assistant Principal
- Teacher
- Other trusted adult

In the Community

- Parent or Guardian
- Friend's parent
- Aunt/Uncle/Grandparent
- Suicide and Crisis Lifeline: 988
- Crisis Link Regional Hotline: 703-527-4077
- National Hope Line: 1-800-784-2433
- LGBTQ Lifeline: 1-866-488-7386
- Arlington Emergency Mental Health: 703-228-5160
- National Suicide Prevention Lifeline: 1-800-273-8255
- Text: CONNECT to 8551 to confidentially text for emotional support or in case of crisis

**IF YOU OR SOMEONE YOU KNOW
IS IN IMMEDIATE DANGER, CALL**

911





Interested in Conflict Resolution?

Potential Careers

- **Mediator or Arbitrator**
 - Helps two or more parties resolve disputes without going to court.
 - Common in family law, business disputes, and community mediation.
- **Human Resources (HR) Specialist or Manager**
 - Manages workplace disputes, employee grievances, and promotes a healthy work environment.
- **Social Worker**
 - Helps clients handle conflicts at home, in schools, or in the community while connecting them to resources.
- **Diplomat or Foreign Service Officer**
 - Resolves international disputes, negotiates treaties, and builds peaceful relations between countries.
- **Community Organizer or Advocate**
 - Brings groups together to address local issues and find common ground.



Post-Test



#\$%@
#!!**