

Bullying Prevention: Identifying Bullying and Harassment

Grade 11



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 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.

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

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.



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.

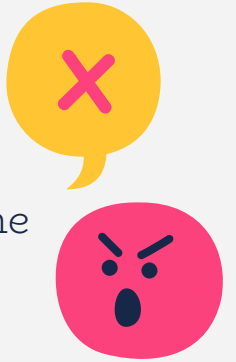
Students will understand the power of their voice by exploring how bullying and hate speech are connected, and how hate speech can contribute to serious global issues, including genocide.

Pre-Test



Content Objectives

- Students will identify the aspects of bullying and harassment.
- Students will identify their role in preventing bullying and harassment.
- Students will understand the impacts of bullying as listed in the Student Code of Conduct.



Language Objectives

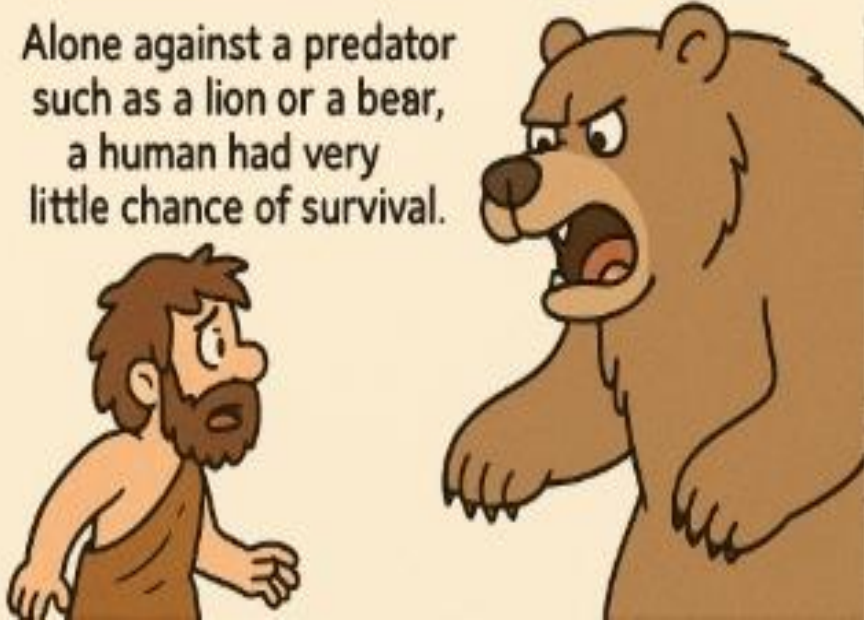
- Students will explain the consequences of bullying and harassment

Key Information:

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

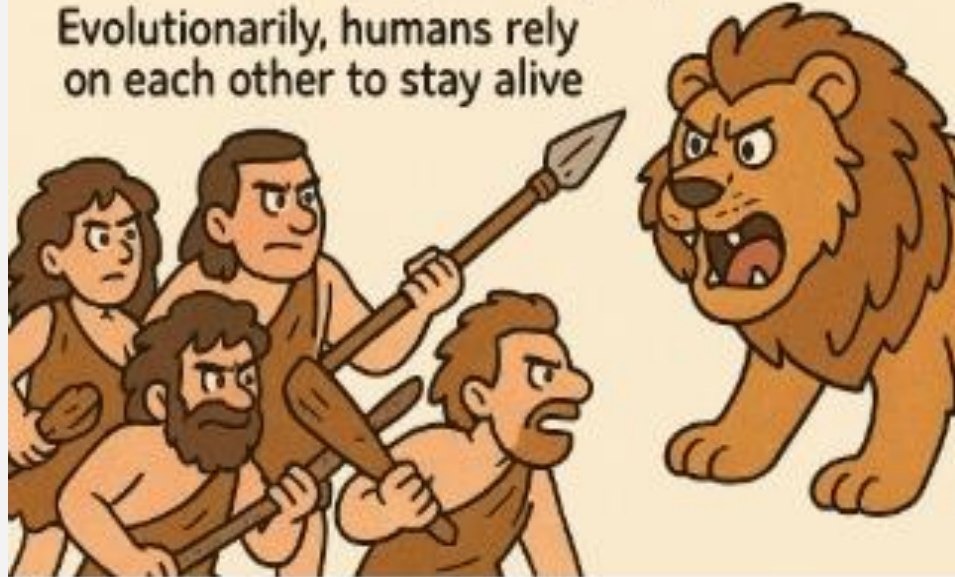
Historically, humans are not the fastest or strongest creatures

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



The community you connect with
and how you feel about yourself
makes up your **identity**.

Your personal identity consists of
all the things that make you, you!



Components of

Cultural identity

A part of a person's self-perception related to any kind of social group that has its own distinct culture the individual identifies with.



Gender identity

Gender Identity refers to how a person understands and experiences their own gender



Ability

The capacity or means to do something.

Personal interests

Optional activities that you choose to engage in based on interests

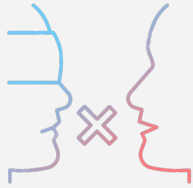


Personal values

A set of guiding principles that govern how you act and how you evaluate the world around you.

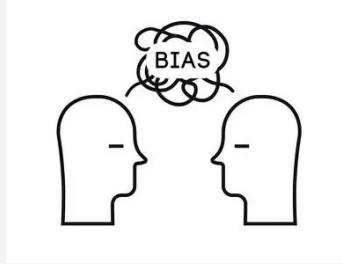


Unconscious Bias



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 of a bias that is harmful to a group of people and chooses to engage and perpetuate that bias, that is bigotry.

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

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.

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



What does your Student Code of Conduct Say?

Arlington Public Schools is committed to creating a safe, caring, respectful learning environment for all students.

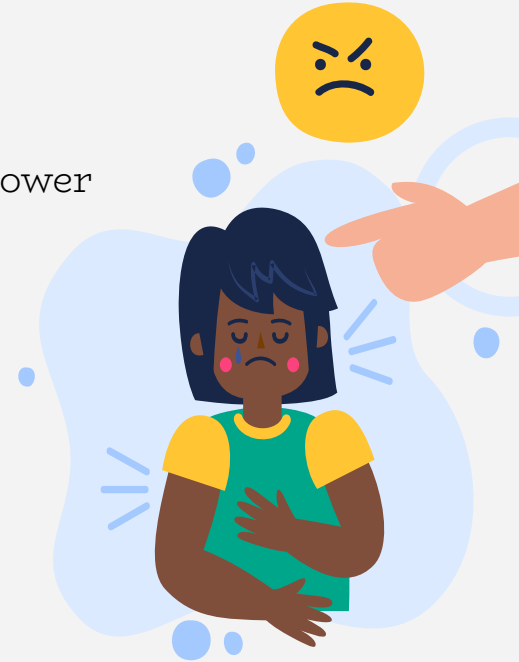
BULLYING

*Bullying includes cyberbullying.

- Intentional, planned, and repetitive aggressive behavior designed to inflict harm
- Interpersonal relationship marked by an imbalance of power

DISCRIMINATION

- Treating someone unequally based on a certain characteristic in a way that interferes with a person's education and/or academic performance.
- Discrimination based on a person's race, color, religion, sex, pregnancy, sexual orientation, gender identity or gender expression, age, marital status, genetic information, national origin, mental or physical disability, or protected veteran status is illegal.



What does your Student Code of Conduct Say?

DISCRIMINATORY HARASSMENT

- Verbal, physical, written, graphic, or electronic conduct that disparages or showing hostility toward an individual or group of individuals based on a person's race, color, religion, sex, pregnancy, sexual orientation, gender orientation or gender expression, age, genetic information, national origin or mental or physical disability and is strictly prohibited.
- creates an intimidating or offensive learning environment that interferes with a student's education and/or academic performance.

TITLE IX

- An educational amendment of 1972, it is a federal civil rights law that prohibits sex discrimination in educational institutions that receive federal dollars.



What does your Student Code of Conduct Say?

STUDENT GENDER IDENTITY NON-DISCRIMINATION

- 
- All staff members and students must recognize and respect matters of gender identity including students who identify as transgender or gender nonconforming, so that students feel comfortable expressing their gender identity.

USE OF SOCIAL MEDIA

Social media is a powerful platform for engaging students and including them in conversations that affect their ability to thrive in school and life. When using social media to interact with Arlington public schools, students are expected to:

- Be polite;
- Refrain from using profanity and racial or ethnic slurs;
- Remain respectful;
- Only tag news on tweets which contain appropriate messaging;
- Remember that once a message is online, it can't be taken back;
- Only represent themselves when messaging; and
- Remain truthful in their messaging.

4 Types of BULLYING

PHYSICAL Bullying

Hitting, kicking,
slapping, pinching,
spitting, tripping,
pushing, blocking

Stealing or destroying
someone's possessions

Making mean or rude
hand gestures

Touching in unwanted
& inappropriate ways

VERBAL Bullying

Name calling

Insults

Teasing

Intimidation

Homophobic or
racist remarks

Inappropriate sexual
comments

Taunting

Threatening to cause
harm

SOCIAL Bullying

Lying & spreading
rumors

Leaving someone out
on purpose

Telling others not to be
friends with someone

Embarrassing
someone in public

Damaging someone's
social reputation or
relationships

CYBER Bullying

Posting/sending
hurtful texts emails or
posts, images or
videos

Making online threats
Imitating others online
or using their log-in

Deliberately excluding
others online

Spreading nasty
gossip or rumors

How does being bullied affect someone?

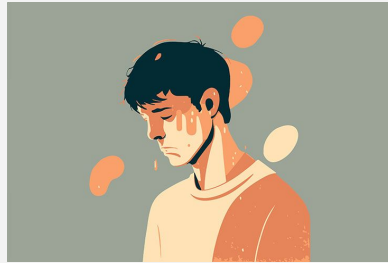
Isolation

Students who are bullied often feel lonely, unaccepted, and isolated



Anxiety & Depression

Students who are bullied often experience depression and anxiety about being rejected from social groups.



Low Self-Esteem

Students who are bullied feel badly about themselves or feel the need to hide parts of their identity

Self Harm & Suicide

Students who are bullied are far more likely to engage in self harm, suicidal thoughts, and suicide attempts

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.



Scenarios

You witness someone making Snapchat posts about your friend. Several people are sharing the post, mocking him for painting his nails pink and blue.

Discuss with your group:

1. How do you address the situation?
2. What are the consequences for those involved?
3. How can you be an upstander and support your friend?



Scenarios

Gabe was recently diagnosed with ADHD. Johanna overheard him telling the math teacher and Johana started calling him “sped” during class and in the hallways. Gabe became uncomfortable but laughed it off. Now, everyone is calling him “sped” when they see him and he doesn’t like it.

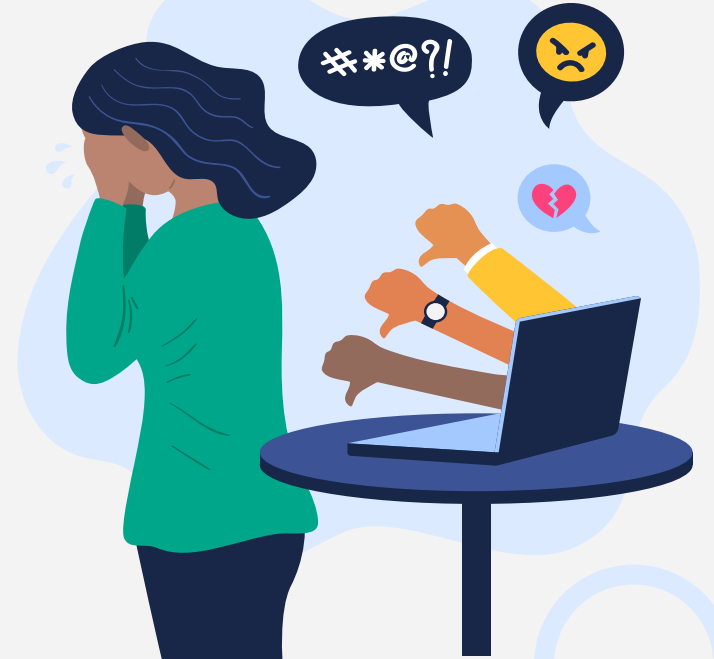
Discuss with your group:

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Consequences of Bullying

- Administrative Referral
- Detention or Suspension
- Losing Friends
- Exclusion
- Grades dropping
- Lower self-esteem





We need your help to prevent bullying!

Report Bullying

If you are concerned, report it!

- Reach out to your administrator
- Speak to your counselor
- Use the QR Code to report:



Safety

What if you feel unsafe calling out a bully?

- Don't approach or engage if you feel unsafe
- Tell a trusted adult
 - Your teachers, counselors, social workers are here to support you. Reach out!

