

Discover New Horizons Fifth Grade

Bullying
Media Influences
Sexual Harassment
Bullying & Sexual Harassment

Bullying

Audience

Fifth Grade

Objectives

- To recognize bullying behavior
- To increase awareness about the impact of negative bystander behavior and their responsibility in a bullying situation
- To help identify ways to overcome challenges that stop them from being effective allies to each other

SOL Compatibility

Health Education Standards of Learning (Fifth Grade):

- Students will demonstrate the interpersonal skills necessary to build healthy relationships, including the development of positive social skills, the used of refusal and conflict resolution skills, and effective verbal and nonverbal communication skills
- Students will explain how peers, families, and community groups work together to build a healthy community by examining and promoting the value of community health and wellness
- Students will demonstrate responsibility for developing personal health habits and practicing behaviors that promote and active, healthy lifestyle, such as understanding the importance of developing and maintaining a positive self-image

Duration

30- 45 minutes

Materials

Planet X sheets

Dear Gabby Advice letters

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.)

Activity One

As a group, define what a bully is and brainstorm how a bully acts. Definition of bullying: Bullying is a hostile and repeated behavior by one or more people that is meant to harm others. Point out that:

Bullies are almost always more **powerful** than their victims (bigger, stronger, older, or tougher)

Bullies choose their victims in part for their **isolation**. Alone, no friends, new, etc. Bullies look for people who are seemingly **without defense**.

Bullying is **rarely** a **one-time** occurrence.

Be sure to include the different types of bullying: **Physical** violence and attacks (pushing, hitting), **Verbal** (taunts, name-calling, putdowns), **Threats** and intimidation, **Extortion** or stealing of money and possessions, **Exclusion** from peer groups, **Cyber bullying**, which involves sending threatening messages over email, instant message, text message, with cell phones, posting on online blogs or journals, etc.

Activity Two

Identify and briefly define the three roles in a bullying situation.

Bully: The person committing the behavior. Why do you think bullies act the way they do? Bullying is a learned behavior. They may have witnessed bullying among family, friends, television, etc.

Victim/Target: Why do you think the bully picks the person they do to bully?

Bystander: Ask how many people in the class have been bystanders to bullying. Talk about how each member of the class has the power to help stop bullying. The bystander has a **very** important role in stopping bullying.

Activity Three

Pose one or more of the following scenarios:

You're in the gym and one of your classmates keeps making mean comments to a much smaller student who has the locker next to you. What do you do?

The student who sits next to you in math class is spreading mean rumors about another classmate that you know are all lies. Do you say something?

As students to respond to the following questions:

What is the right thing to do in this situation?

What do you think most students would do in this situation?

Ask students to compare the responses to the questions. Why do you think the responses differ between the two? What stops you from doing the right thing? (fear, ignorance, peer pressure, prejudice) Point out the number of people who said they had been a bystander to bullying. Point out that bystanders aren't to blame for the bullying incident, but if they laugh at it, ignore it, encourage it, etc, they play a part in continuing it.

Ask the class why they think that people bully. Often, students will say that the bully "comes from a bad home" or "doesn't feel very good about himself/herself." Explain that people bully for a lot of different reasons, but not all of them learn to do so at home (though some do.) Many people learn to bully at school, or from peers who also bully. Also, people don't always bully because they don't feel good about themselves – they just don't respect other people like they should. Who wants to go to school in a place where everybody is respected? Have the students give a show of hands – hopefully everybody wants to go to school in a place that feels safe. Explain that everybody has a responsibility to themselves and their classmates to make sure that school is a safe place. Introduce the concept of an **active bystander** – a person who intervenes in a bullying situation to make the situation more positive.

Brainstorm ways to overcome the challenges of not stepping in. Offer strategies for intervening safely when students are bystanders to bullying.

Activity Four

Distribute Ask Gabby advice columns and instruct students to complete the exercise by writing a letter back to the person seeking advice about how to deal with a bullying situation. Emphasize that the students should think about positive and nonviolent ways to intervene.

Activity Four (optional)

If time remains, divide the children into groups. Pass out Planet X sheets. Explain to them that a new planet, Planet X, has just been discovered and that they have been selectively chosen to develop a "Bill of Rights" for a colony that they are founding. The purpose of this exercise is for students to discover their priorities in terms of rights and understand that everyone deserves to be treated equally, even if they disagree with that person. They will also learn to negotiate with others. After each group develops their "Bill of Rights", the students will share their "Planet X Bill of Rights" with the class.

Review

What is the instructor's name? Where does s/he work? What are some different kinds of bullying? Does anyone deserve to be bullied? Why should we try to be active bystanders?

Media Influences

Audience

Fifth Grade

Objectives

- To determine how people are influenced by others to commit violent or non violent acts.
- To identify ways people are influenced by the media

SOL Compatibility

Health Education Standards of Learning (Fifth Grade):

- Students will demonstrate responsibility for developing personal health habits and practicing behaviors that promote and active, healthy lifestyle, such as understanding the importance of developing and maintaining a positive self-image
- Students will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services
- Students will explain how peers, families, and community groups work together to build a healthy community by examining and promoting the value of community health and wellness

Duration

30-45 minutes

Materials

Magazine ads

Messages from the media

Turning Beauty Inside Out Essays

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.)

Activity One

What is the media? The media is a means of communication. Different types of media include television, radio, newspapers, and internet.

Why is it good to have media? The media can spread information to a huge amount of people. There are also a lot of ways that you can get to the information.

What is bad about the media? Sometimes false information is made to seem like true information. The media doesn't always give both sides of the story. Maybe it is because they don't have enough room but sometimes the media has to decide which story they will tell you and so you don't always hear all of the details. We get ideas about how things are supposed to be in advertising or television shows.

Activity Two

Post the following questions on the board or read them out loud. Ask students to silently reflect on them.

Have you ever been on the receiving end of a cruel comment about your physical appearance?

Have others let you know, in some way, that you're not good looking enough?

Do you find clothes shopping unpleasant because of fears about how others will judge you?

Have you ever skipped an activity to avoid comments about your appearance?

Do you think often about dieting because of comments about your weight?

Have you considered changing your hair or other aspects of your appearance to look better to others?

Have you ever made cruel comments to others about their appearance?

Point out that, unfortunately, most of us would answer yes to at least one of the questions above. Name-calling is really common and can be terribly cruel. Ask students why they think that we are so quick to judge others by their appearance and without getting to know them. Challenge students to articulate how we get our ideas about what others are "supposed" to look like in our society. Read the "Turning Beauty inside out" essays and have students respond.

Activity Three

Point out that one way we get our ideas is through the media. The media often gives us unrealistic views about body image and makes us want to look a certain way. Read or post the following statistics and ask students to respond:

- In a study of fifth graders, 10 year old girls and boys told researchers that they were unhappy with their own bodies after watching a music video by Britney Spears or a clip from the TV show, Friends.
- A study of over 4,000 television commercials revealed that 1 out of every 3 to 4 commercials sends some sort of "attractiveness message," telling viewers what is or is not attractive. The average teenager sees over 5,000 "attractiveness messages" each year.

Ask students to share their comments. Do you think that you receive this type of message? Talk to students about being aware of what type of message the media is trying to send and for what purpose they are sending it. If we can understand the truth behind these messages, it will help our self esteem and behavior towards others.

Activity Four

Look at various ads. Ask the questions: What type of message is the ad trying to display? Do the messages reflect real life and real people in your community? What messages might affect your own or others' attitudes about physical appearance? What important messages or images have been left out?

Talk about movies and television. How do many shows portray the males and females? What does this tell people who watch it?

Activity Five

Ask students to think about the expression, "don't judge a book by its cover." Challenge students to think about concrete ways that they can change the culture in their class, school, or community. List their ideas on the board or have them create their own ad that would demonstrate this (time permitting).

Sexual Harassment

Audience

Fifth Grade

Objectives

- To define sexual harassment
- To identify ways that we perpetuate sexual harassment
- To learn assertive strategies in dealing with sexual harassment

SOL Compatibility

Health Education Standards of Learning (Fifth Grade):

- Students will demonstrate the interpersonal skills necessary to build healthy relationships, including the development of positive social skills, the used of refusal and conflict resolution skills, and effective verbal and nonverbal communication skills
- Students will explain how peers, families, and community groups work together to build a healthy community by examining and promoting the value of community health and wellness
- Students will demonstrate responsibility for developing personal health habits and practicing behaviors that promote and active, healthy lifestyle, such as understanding the importance of developing and maintaining a positive self-image

Duration

30- 45 minutes

Materials

Behavior cards

Sexual Harassment Word Scramble Puzzle

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.)

Activity One

As a class, define **sexual harassment**. Sexual Harassment is a form of bullying. It is easier to define when you break down the word. First, look at the word harassment. Harassment means annoying, teasing, or bothering someone. We add sexual to the word

harassment when the behavior involves doing something hurtful to that person because that person is a boy or girl. Sexual harassment is any unwanted sexual behavior. When a person is sexually harassed they might be making comments about the way a person is dressed, telling dirty jokes, whistling at someone when they walk by, talking about someone's body parts, calling you names that are sexual in nature, writing things about someone on bathroom walls or other places, giving you hugs or kisses that you don't want, looking into the bathroom of the opposite sex. Another example is if a boy is playing a sport and he isn't very good at it other people might call him a girl or a sissy.

Sometimes people get confused between sexual harassment and flirting. Flirting is a way to show that you really like someone. What is the difference in flirting and sexual harassment? Flirting makes someone feel good, it is enjoyed by both people, it is fun. Sexual harassment makes a person feel afraid, confused, and it is not fun. Sexual Harassment is illegal, meaning you could have charges brought against you and go to court.

It is important to remember that sexual harassment is not about the intent of the harasser. This means it does not matter whether the person means to make you feel bad. If someone does something to you that you think is sexual harassment, then it is!

Who can be sexually harassed? Anyone – any age, male or female.

Activity Two

Place the labeled colored cards in different spots in the room. Tell the students that you are going to read several scenarios. They will need to decide whether the scenario involves bullying, sexual harassment, or respectful behavior. Not discussing it with anyone, they will need to stand near the card that describes the situation. *(Some of these scenarios are from PCAR's Building Healthy Relationships curriculum)*

Situation 1: When Lisa sees Malik jumping rope in the school playground, she calls him names like fatso and stupid. (BLUE: It's bullying b/c Lisa is calling names that will embarrass Mark.)

Scenario 2: Jessica and Matt give each other a hug each morning when they meet at school. They are good friends, and a quick hug is just their way of saying, "Hello." (GREEN: It sounds like they are both completely comfortable with the hugs)

Scenario 3: When Michelle is walking home from school, two kids who live in her neighborhood start teasing her about kissing boys. They tell her that they are going to tell everyone at school that she did. (PURPLE: The kids are teasing Michelle about kissing boys- that is sexual harassment because it is unwanted and sexual in nature)

Scenario 4: Kyle just moved into a new neighborhood with his family. He met a group of boys with whom he would like to hang out. The boys told him he couldn't be friends

with them unless he took a dare. They dared him to make a sexual phone call to a popular girl in class. Kyle doesn't want to make the phone call. (PURPLE: The sexual phone call is an example of unwanted words of a sexual nature, and it would be embarrassing for Kyle to do it)

Scenario 5: Martin is a straight A student. Recently, Josh came up to him and told him he would beat him up if he didn't do his homework for him. (BLUE: It is bullying because it isn't sexual in nature but Josh is threatening to harm Martin)

Activity Three

How does sexual harassment get started? Kids learn how to act by watching and listening to others. They get ideas from their friends, families, and people on television. Another reason is because of stereotypes. What is a stereotype? It's an unfair belief about how people should act or look because they belong to certain group. When we believe certain stereotypes we don't treat people very well. An example of a stereotype is saying that "Cooking is girls work" or "Only boys can play sports well." What are some other stereotypes that you can think of? Why is it important that we stop these stereotypes?

Activity Four

How can you stop sexual harassment? Tell the person to stop what they are doing (name what they are doing), keep track of how many times and when the person does this, tell an adult, be assertive (eye contact, don't smile, stand up straight) It is also important not to treat people differently when they don't fit into the stereotype that society has made for them.

A bystander is someone who witnesses something. What can a bystander do if they witness sexual harassment? What types of things can we all do everyday that will prevent sexual harassment?

Review

What is the instructor's name? Where does s/he work? What did we talk about today? How is sexual harassment different than bullying? Does anyone deserve to be sexually harassed? What would you tell someone who was sexually harassing you?

Bullying/Sexual Harassment

Audience

Fifth Grade

Objectives

- To recognize bullying behavior
- To learn strategies for dealing with bullying behavior and sexual harassment
- To define sexual harassment

SOL Compatibility

Health Education Standards of Learning (Fifth Grade):

- Students will demonstrate the interpersonal skills necessary to build healthy relationships, including the development of positive social skills, the use of refusal and conflict resolution skills, and effective verbal and nonverbal communication skills
- Students will explain how peers, families, and community groups work together to build a healthy community by examining and promoting the value of community health and wellness
- Students will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle, such as understanding the importance of developing and maintaining a positive self-image

Duration

30- 45 minutes

Materials

Planet X sheets

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Explain some about services. (Hotline, counseling, support groups, shelter)

Activity One

As a group, define what a bully is and brainstorm how a bully acts. Definition of bullying: Bullying is a hostile and repeated behavior by one or more people that is meant to harm others. Be sure to include the different types of bullying: **Physical** violence and attacks (pushing, hitting), **Verbal** (taunts, name-calling, putdowns), **Threats** and

intimidation, **Extortion** or stealing of money and possessions, **Exclusion** from peer groups.

Activity Two

Another type of bullying is sexual harassment. Sexual Harassment is any unwanted sexual behavior when one person is in power over another person. What does it mean to have power over someone? When a person has power over another person it means that they control what that person does or how they feel. What are some examples of sexual harassment that you have seen? (Don't use names) When someone sexually harasses another person, they give unwelcome gestures, insults, etc. that are sexual in behavior. This can be telling a dirty joke, showing private parts of the body, staring at you, making comments about what you are wearing or how you look, or invading your personal space.

Define flirting. Flirting is a way to show that you really like someone. What is the difference in flirting and sexual harassment? Flirting makes someone feel good, it is enjoyed by both people, it is fun. Sexual harassment makes a person feel afraid, confused, and it is not fun. Sexual Harassment is illegal, meaning you could have charges brought against you and go to court.

It is important to remember that sexual harassment is not about the intent of the harasser. This means it does not matter whether the person means to make you feel bad. If someone does something to you that you think is sexual harassment, then it is!

What do you think a bully looks like? Explain that bullies can be tall, short, muscular, skinny, etc. Bullies can be anyone! Do boys and girls bully the same way?

Who can be sexually harassed or bullied? Anyone – any age, male or female.

Activity Three

Identify the three roles in a bullying situation.

Bully: The person committing the behavior. Why do you think bullies act the way they do? Help the children understand that bullies often have low self-esteem, feel angry or lonely, want power, are not sure how to make friends, or may just want to make others feel rotten too. How do you identify a bully (what characteristics do they have?)

Victim/Target: How does it feel to be bullied or picked on? (hurt, sad, embarrassed, mad) Why do you think the bully picks the person they do to bully? (low self esteem, alone, new)

Bystander: Talk about how each member of the class has the power to help stop bullying. The bystander has a **very** important role in stopping bullying. List things a

bystander can do to help stop bullying. (Recognize that what is happening is bullying, don't encourage the behavior, be a friend to the person being bullied, tell an adult).

Activity Four

Where does bullying and sexual harassment happen? In the hall, classroom, workplace, school bus, lunch room, store, etc. Anywhere!

How does bullying and sexual harassment get started? Bullying and sexual harassment are learned behaviors. Kids learn how to act by watching and listening to others. They get ideas from their friends, families, and people on television. Who are some other people can get these ideas from? Another way is when people think that boys and girls should act a certain way. For instance: it is alright for girls to wear nail polish but not for boys. It is alright for girls to cry when they are upset, but boys are supposed to be tough. What are some other things that you can think of that boys are supposed to do but girls aren't supposed to do?

Activity Five

What kinds of effects do you think bullying and sexual harassment has on people? (poor school work, poor school attendance, low self esteem) How about the school in general? (bad reputation, low test scores and attendance).

How can you stop sexual harassment and bullying? Tell the person to stop what they are doing (name what they are doing), keep track of how many times and when the person does this, tell an adult, be assertive (eye contact, don't smile, stand up straight) It is also important not to treat people differently when they don't fit into the stereotype that society has made for them. Be sure to emphasize nonviolent strategies for dealing with bullies, such as walking away, talking it out, sticking with friends, telling an adult.

Activity Six

Read Questions:

Sexual Harassment is any _____ sexual behavior. (UNWANTED)

The person doing unwanted things to another person is known as the _____.
(HARASSER/BULLY)

If you are sexually harassed you should tell a _____ _____.
(TRUSTED ADULT)

Who has the right to say who can enter into your personal space? _____ (YOU)

Sexual harassment is _____, meaning you can be criminally charged and have to go to court. (ILLEGAL)

Sexual harassment is different than _____, which involves welcome contact between two people. (FLIRTING)

Sexual harassment and bullying can happen to _____. (ANYONE)

If you are being sexually harassed or bullied, you have the right to tell the harasser to _____. (STOP)

When a person has _____ over another person, they control how they feel or what they do. (POWER)

Making negative comments about what a person is wearing is an example of _____. (SEXUAL HARASSMENT)

When confronting someone about sexual harassment, it is important to be _____. (ASSERTIVE)

_____ is an organization that helps people who have been abused. (PROJECT HORIZON)

Sexual harassment and bullying happens to both _____ and females. (MALES)

If you witness sexual harassment, but it is not happening directly to you, you are known as a _____. (BYSTANDER)

If you _____ sexual harassment or pretend it is not happening, it may continue and get worse. (IGNORE)

If you are sexually harassed it is important to remember that it is not your _____ and you are not to blame. (FAULT)

Sexual harassment breaks personal _____, or the invisible lines of comfort. (BOUNDARIES)

Sexual harassment is _____ than flirting. (DIFFERENT)

_____ is when someone hurts another person on purpose. (ABUSE)

Someone making you feel uncomfortable by touching you is an example of _____ sexual harassment. (PHYSICAL)

Someone telling a dirty joke that makes you uncomfortable is an example of _____ sexual harassment. (VERBAL)

Sexual information written about someone on a bathroom wall or telephone booth is known as sexual _____. (GRAFFITI)

Sexual harassment is always defined by the _____, or person being harassed. (TARGET)

Project Horizon's services are free and _____. (CONFIDENTIAL)

Activity Seven

Divide the children into groups. Pass out Planet X sheets. Explain to them that a new planet, Planet X, has just been discovered and that they have been selectively chosen to develop a "Bill of Rights" for a colony that they are founding. The purpose of this exercise is for students to discover their priorities in terms of rights and understand that everyone deserves to be treated equally, even if they disagree with that person. They will also learn to negotiate with others. After each group develops their "Bill of Rights", the students will share their "Planet X Bill of Rights" with the class.