

Lesson 8: Taking Responsibility

Conceptual Overview

Bullying can have profound consequences for both individuals and communities. Eliminating bullying involves recognizing behaviors that perpetuate bullying and making sure that everyone understands how to help stop bullying.

Objectives

Students will be able to:

- Identify problem behaviors.
- Identify the possible effects on individuals and society if nobody took responsibility for stopping bullying.
- Understand the positive influence of older students on younger students.
- Identify students' responsibilities.

Supplies and Equipment

Overhead projector

Note cards (three for each student)

Lesson Materials

Transparency 1: Part of the Solution, page 187

Notes to the Teacher

Before beginning Part 3, read through the unsigned "Setting a Good Example" cards created by students in Part 1. Make sure that all behaviors listed on the cards are respectful and fair. Select four or five of the best examples for use in the skill-practice activity.

Transfer of Learning

Each day this week, do a check-in with students, perhaps first thing in the morning, to talk about setting a good example. What have students done in the last day to set a good example?

Throughout the week, continue to model "good example" behaviors for your students. During the course of the day, natural opportunities will arise for you to point out how students and others are using "good example" behaviors. Take a little time each day to allow students to tell the class how they used their skills in order to set a good example for others.

LESSON 8, PART 1

You will need:

- One note card for each student

Lesson Outline	Lesson Script and Instructions
<p>1. Briefly review previous program content and introduce today's topic.</p>	<p>So far in the <i>Steps to Respect</i> program, we have talked about recognizing and responding safely to bullying. Last time, we explored how bystanders can be part of the solution.</p> <p>Today, we're going to talk about what it means when we say that everyone at our school needs to take responsibility for stopping bullying.</p>
<p>2. Explain the "mind movie" activity.</p>	<p>We're going to do a "mind movie" activity. You will each create a movie in your own mind about what it would be like if nobody did anything to stop bullying. Close your eyes and listen carefully as I read. Keep your eyes closed until I tell you to open them. Create a movie in your mind about what I'm saying.</p>
<p>3. Have students create a mind movie.</p>	<p>Pause between sentences to allow students to form mental images.</p> <p>Imagine this: You have just moved to a new town and are attending a new school. You notice that bullying happens often—both at school and away from school. Adults don't help at all. Children don't care, so they don't do anything about it either. It's as if no one even notices that bullying is happening all the time. In this town, bullying goes completely unchecked—nobody does anything to stop it.</p>

Lesson Outline	Lesson Script and Instructions
<p>4. Discuss the mind movie.</p> <p>5. Explain and have students do the note-card activity.</p>	<p>Play the movie in your mind and think silently about these things:</p> <ul style="list-style-type: none"> • What is it like to live in this new town? • What is it like to go to school there? • How do older students treat younger students? • What is it like to make friends there? • How do you feel about living there? <p>Give students 30 seconds to continue forming images, then have them open their eyes.</p> <p>What are some of the things you saw in your mind movie? What was it like to live in this new town?</p> <p>What was it like to go to school there?</p> <p>How did older students treat younger ones?</p> <p>What was it like to make friends there?</p> <p>How did you feel about living there?</p> <p>Give each student a note card.</p> <p>First, write the number "1" in the upper right-hand corner of your card.</p> <p>Think about this question: What are some things people do that are part of the bullying problem instead of part of the solution? Write two or three ideas on your card. You'll have two minutes to write.</p> <p>Turn your card over and write the number "2" in the upper right-hand corner.</p> <p>Now think about this: What might happen if no one takes responsibility for refusing and reporting bullying? Write two or three ideas on your card. Again, you'll have two minutes to write.</p>

Lesson Outline	Lesson Script and Instructions
<p>6. Invite volunteers to read their ideas about Question 1.</p>	<p>Question 1 was, “What are some things people do that are part of the bullying problem instead of part of the solution?” Who will tell us what you wrote for Question 1? (Ignore bullying that is happening to someone else. Stand and watch bullying. Encourage the person who’s doing the bullying. Urge the person being bullied to fight back. Laugh or point at the person being bullied. Pass on a rumor.)</p>
<p>7. Invite volunteers to read their ideas about Question 2.</p>	<p>Question 2 was, “What might happen if no one takes responsibility for refusing and reporting bullying?” Who will tell us what you wrote? (Someone could get hurt. Someone could get into trouble. Bullying will continue and may get worse. The person who bullies may never learn better ways to get along. More students might be bullied. Someone could run away or drop out of school. People could be afraid to come to school. The person who bullies may get into trouble later in life. The person who has been bullied may have trouble making friends and fitting in at school.)</p> <p>A place where bullying goes unchecked is probably an unhappy place to live, work, or go to school. That’s why it is so important for each of us to be part of the solution to stop bullying. It’s up to each of us to do what we can. Students and adults have a responsibility to make our school a safe, respectful, caring place.</p>
<p>8. Collect the cards, and read them later for insights into what students are thinking.</p>	
<p>9. End of Part 1. Conclude here, or continue on to Part 2.</p>	<p>Next time we will talk more about our responsibilities to stop bullying.</p>
<p>Transfer of Learning →</p>	<p>Remember to use the transfer-of-learning tips for this lesson throughout the week.</p>

LESSON 8, PART 2

This should be taught two or three days after Part 2.

You will need:

- Transparency 1: Part of the Solution, page 187
- Two note cards for each student

Lesson Outline

1. Display Transparency 1, and explain the group discussion activity.

2. Have student groups discuss each question.

3. Discuss students' ideas as a class.

Lesson Script and Instructions

Assign students to small discussion groups. **You're going to discuss each of these questions in your groups. One student per group needs to write down the main ideas your group discusses.**

Remember to follow these rules for group discussion:

- Give each person a chance to suggest ideas.
- Listen respectfully when others are speaking.
- Respond respectfully to others' ideas.
- Stay on the subject.

You will have about three minutes to discuss each question. I will let you know when it is time to move on to the next question. When we're finished, we'll discuss some of your ideas as a class.

Allow three minutes of discussion time for each question.

Number 1 is, "Why is it important for everyone at our school to take responsibility for stopping bullying?" What are some of your ideas? (Because bullying affects everyone. It's a big job. Bullying is unfair and creates a climate of fear that makes people feel unsafe.)

Lesson Outline	Lesson Script and Instructions
<p>4. Summarize the activity.</p> <p>5. Introduce the “Setting a Good Example” activity, and give instructions. Distribute note cards, two per student.</p>	<p>Here are some additional reasons:</p> <ul style="list-style-type: none"> • Students who are not being bullied often fear that they will be bullied next. • Bullying can hurt people physically and emotionally. • All students need to be able to feel accepted, included, and able to work out disagreements. • Bullying that isn’t stopped usually worsens and begins to affect more people. <p>Number 2 is, “Why do the older students have a special responsibility to help decrease bullying?” What do you think? (Younger students look up to older students. Younger students learn from watching older students’ behavior. Older students are responsible for setting good examples that younger students can learn from.)</p> <p>Number 3 is, “What are some specific things that the older students in this school can do to help decrease bullying?” What do you think? (Older students can show younger students how to respond to bullying safely. Older students can help protect younger students from bullying. Older students can be role models for younger students by showing them how to behave.)</p> <p>We all have a responsibility to help create a safe, respectful, caring school environment. We’re all part of the school community, and we should watch out for each other. We want to make sure that we do everything we can to stop bullying.</p> <p>Older students can—and should—set a good example for younger students. Think about something you have done recently that would be a good example for the younger students in the school. This could be a kind or respectful action or an action that helped decrease bullying.</p>

Lesson Outline	Lesson Script and Instructions
<p>6. Read a few of the examples to the class.</p> <p>7. After class, write comments on each student's signed card that reinforce the positive behavior listed.</p> <p>Transfer of Learning →</p>	<p>Write "Setting a Good Example" at the top of both cards. On one card, write a few words about your good example and sign your name. Then write the same information on the second card WITHOUT signing your name. Please don't mention other people's names in your example. Just tell what you did.</p> <p>When you're finished, place your SIGNED cards on the left corner of my desk. Place your UNSIGNED cards on the right corner of my desk.</p> <p>Do not mention student names.</p> <p>You will return these cards to students after Part 3.</p> <p>Remember to use the transfer-of-learning tips for this lesson throughout the week.</p>

LESSON 8, PART 3

This part should be taught two or three days after Part 2.

You will need:

- Students' completed "Setting a Good Example" cards
- A student volunteer for the model skill practice

Preparation

Before beginning this activity, read through the *unsigned* "Setting a Good Example" cards to make sure that all behaviors listed are respectful and fair. Select four or five of the best examples for use in the activity. They should lend themselves to being demonstrated by a pair of students. Good examples might be: including someone in a game, taking turns, making room at a lunch table, helping someone with a task, reporting bullying to an adult, sharing something special with another student, reading to a younger student.

Do not allow students to practice bullying behavior during the skill practice.

Lesson Outline	Lesson Script and Instructions
1. Present a brief review.	<p>In the last session, we visualized what our school and community might look like if bullying went unchecked. Each of you filled out a card that listed something that sets a good example for younger students. These examples are ways that we can act responsibly to create a respectful school and to see that bullying does not go unchecked.</p>
2. Introduce the skill-practice activity.	<p>Today, some of you will practice some of your ideas using the "Setting a Good Example" cards that you filled out the other day.</p> <p>Let's pretend that I have picked a card that says: "I helped someone with a difficult project." Here's how I might practice this behavior.</p>
3. Model the skill practice.	<p>I need someone to pretend to be the student who is doing the project and to respond respectfully to what I say.</p> <p>Teacher: "Wow! That looks really tricky. Would you like some help? I'd be happy to give you a hand." Have the student respond in a respectful manner.</p>

Lesson Outline	Lesson Script and Instructions
<p>4. Select five pairs of students, and give the skill practice instructions.</p> <p>5. Have students practice.</p> <p>6. Prepare the audience members to comment on the skill practices.</p> <p>7. Have each pair demonstrate their skill practice for the class.</p> <p>8. Debrief students after each demonstration using the questions in Number 6 above.</p> <p>9. Conclude the session.</p>	<p>Remember, setting a good example includes paying attention to your body language and tone of voice. For example, if you don't look at the person you are talking to, or you are speaking in a very soft voice, it might seem like you don't really mean it.</p> <p>I will give each pair a "Setting a Good Example" card. One of you will practice the skill written on the card, the other will respond respectfully.</p> <p>You'll have about three minutes to practice your skill in the back of the classroom.</p> <p>While the students are practicing, the rest of us will get ready to be good audience members. Remember, our job as the audience is to give respectful and useful feedback to the students. Here are the questions we'll use to evaluate each skill practice.</p> <ul style="list-style-type: none"> • What "good example" was practiced? • How were the students respectful? • What did you like about the skill practice? <p>We're going to stop for today, but I want to encourage you to continue setting a good example for others. Also, try to encourage each other whenever you notice someone setting a good example.</p>