

Where Does Bullying Happen?

Overview:

To addressing bullying in schools, it is helpful for students to understand the social dynamics. This lesson will generate a discussion of the terms “leader,” “follower” and “peer pressure” and how they influence everyone’s experience at school. It also offers practical suggestions about how students can help teachers identify areas in the school where bullying occurs and how students and teachers can work together to make schools safer.

Materials:

- Print out “Where Does Bullying Happen Worksheet.”

Handouts:

- [Where Does Bullying Happen](#)

Procedure:

1. Review the rules of group discussion, including the following:
 - One person speaks at a time
 - Do not interrupt
 - Raise your hand if you want to say something
 - Make sure what you have to say is about the topic
 - Write your point down so you do not forget it if there are several people that want to talk
 - Assign one person to write down important points (either on paper or on the board)
2. As a class or in small groups, ask the students to discuss the following:
 - What is a leader? What are the important qualities for a leader to have?
 - What is a follower? When is it good to be a follower? When is it a bad idea?
 - Which do you think bullies are, leaders or followers and why?
 - Why do people do nothing when bullies are being unkind?
 - What is peer pressure? What kinds of things might you do because of peer pressure?
 - How can students stand up to peer pressure?
 - How can adults be helpful if students experience peer pressure?

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3. Pass out the “Where Does Bullying Happen” worksheet and ask students to fill it out.

Note: This is a exercise is also an assessment tool, so if you discover that bullying is going on in certain areas of your campus, this is important information to share with your administrators and colleagues.

This lesson was created by the Curriculum Department at the Josephson Institute. Lessons like this are a regular feature in Josephson Institute’s monthly e-newsletter, the *Chronicle*. To subscribe, visit the CHARACTER COUNTS! website: <http://www.charactercounts.org/chronicle/>

McREL standards

Language Arts

Level II [Grade 3-5]

Benchmark 1. Contributes to group discussions

Knowledge/skill statements

1. Knows appropriate times to contribute to group discussions
2. Knows appropriate ways to contribute to group discussions

<http://www2.mcrel.org/compendium/browse.asp>