YRBS Lessons: Bullying and School Safety

YRBS Activity Unit: "Safety for All at School & Online" – Bullying/Cyberbullying, Bystander Advocacy, School Violence & Injury, Celebrating Diversity - This unit discusses the importance of understanding the health risks associated with engaging in bullying, cyberbullying, and school violence. The activities place special emphasis on promoting digital citizenship, bystander education, advocacy for self and others, and the celebration of differences and similarities across students to promote classroom climates of empathy and communication.

Course Alignment: HOPE-Physical Education (Core) (#3026010)

Alignment to State Statute 1003.42.n: This subject matter falls within the domain of Florida statute 1003.42, section n, which addresses aspects of comprehensive health education and topics around "community health; mental and emotional health; injury prevention and safety; and internet safety."

Unit Background Information: Safety for All at School & Online

School and digital safety is a critical priority in Florida's schools and communities. Bullying is a form of youth violence. Although definitions of bullying vary, most agree that bullying includes: attack or intimidation with the intention to cause fear, distress, or harm that is either physical (hitting, punching), verbal (name calling, teasing), or psychological/relational (rumors, exclusion).

According to the 2017 Florida Youth Risk Behavior Survey data, 14% of high school students reported being bullied on school property and 12% reported being electronically bullied (such as on a social media platform or through text) during the 12 months before the survey. Additionally, 1 out of every 10 Florida high school students reported feeling unsafe at or to and from school to the point where they did not go to school.

Research has shown that bullying can have both short and long-term physical, emotional, and psychological effects to the detriment of one's overall health and wellbeing. Students who know how to advocate for themselves and others as active bystanders can help stop bullying as it happens, and in turn alleviate many of these negative effects. Similarly, developing characteristics of respect and empathy for others can stop bullying that occurs due to perceived differences, personal bias, and discrimination toward others based on personal appearance or actions.

It is essential that students have the tools and knowledge to develop healthy social habits and interactions in order to stop bullying and to support lifelong health at an early age. In this activity series, students will:

   a) Define and discuss the concepts of aggression, bullying, and cyberbullying while considering the health and wellness implications of such behaviors; and consider the importance of alternatives such as creating safe school and classroom climates, cultivating empathy for others, and developing guidelines for digital citizenship

b) Consider the role of 'bystander' or 'upstander' witnesses to bullying and/or cyberbullying and develop strategies to advocate for self and others in harmful situations

c) Discuss possible ways to celebrate differences and similarities across peers and peer groups in order to mitigate reasons for bullying based on cultural or personal differences (such as sexual orientation, physical appearance, ability levels, etc.)

What is your 2017 YRBS knowledge?

Student Instructions: For this activity, you will be introduced to questions relating to the 2017 Florida Youth Risk Behavior Survey data. The YRBS is given to approximately 6,000 high school students from all over Florida.

Launch: "The Florida Youth Risk Behavior survey (or YRBS) is given every two years to high school students across Florida in order to understand the health choices, risks, and considerations of Florida's teens today. The information gathered from this survey helps Florida agencies make decisions about what programs and policies might be most helpful in keeping Florida's youth safe and healthy.

Explanation of Task: Say to students- "We are going to explore a few of the survey questions and statistics that deal with the personal and school safety of teens in Florida. These include bullying, cyberbullying, weapons at school, and school-related fights. As you read through each question, your task is come up with an estimation of the percentage of Florida teens that answered positively or "yes" to the statement in 2017. Write down your best estimation for each statement. After you have thought of your own best answers, compare your answers with a peer."

After students have written down their best estimations and have discussed their responses with a peer, ask them to consider the following: "Many times people will overestimate the frequency of risky behaviors and underestimate positive or healthy choices. As I tell you the true statistics from the 2017 YRBS data for each question, place a star by the ones that you overestimated or underestimated by 10% or greater."

My Well-Being: What is your 2017 YRBS knowledge?

Student Instructions: For this activity, you will be introduced to questions relating to the 2017 Florida Youth Risk Behavior Survey data. The YRBS is given to approximately 6,000 high school students from all over Florida.

Your task will be to give your best guess for each question and then compare and discuss your answers with a peer. As you talk with your partner, be sure to discuss the following, but do not change your original answers:
- Do you think your percentage guesses are accurate? Why or why not?
- How different are your answers from those of your peers? If you have different guesses, why might this be?
- What additional information might you need to have in order to feel confident in your guesses?

After your teacher has given you the actual percentage answers for each question, circle the questions that you overestimated or underestimated by 10% or more. Then complete the reflection questions.

Note: All statistics are related to Florida High School students.

School & Cyber Safety

1. Percentage of students who carried a weapon (such as a gun, knife, or club, on at least 1 day during the 30 days before the survey   _____%

2. Percentage of students who did not go to school because they felt unsafe at school or on their way to or from school (on at least 1 day during the 30 days before the survey)   _____%

3. Percentage of students who were threatened or injured with a weapon on school property (such as a gun, knife, or club, one or more times during the 12 months before the survey)   _____%

4. Percentage of students who were in a physical fight (one or more times during the 12 months before the survey)   _____%

5. Percentage of students who were in a physical fight on school property (one or more times during the 12 months before the survey)   _____%

6. Percentage of students who were bullied on school property (ever during the 12 months before the survey   _____%

7. Percentage of students who were electronically bullied (counting being bullied through texting, Instagram, Facebook, or other social media, ever during the 12 months before the survey)   _____%

8. Percentage of students who have been the victim of teasing or name calling because of their weight, size, or physical appearance (during the 12 months before the survey)   _____%

9. Percentage of students who have been the victim of teasing or name calling because someone thought they were gay, lesbian, or bisexual (during the 12 months before the survey)   _____%

Reflection

Which statistics surprised you the most? Why?
Do you think the state statistics are reflective of our school? Why?

_____

_____

_____

How might these issues influence/impact the health and well-being of Florida teens in the short-term? Long-term?

_____

_____

_____

 Read aloud the 2017 percentages for each question:

School & Cyber Safety – (rounded to nearest whole number)

2017 stats:
1. 14%
2. 10%
3. 8%
4. 21%
5. 8%
6. 14%
7. 12%
8. 22%
9. 10%

4- Whole Group Discussion: After reading the 2017 YRBS statistics, have students work with a new peer/partner to answer questions on the handout (or projected a the front of the classroom). After 10 minutes conduct a whole group discussion Questions for students to respond:

1. Why do you think Florida conducts the YRBS? Why is any of this important to know?
2. Which risk behavior statements did you most overestimate (biggest difference between your estimation and the actual 2017 percentage) regarding Florida's teens?
3. Why do you think you overestimated that behavior?
4. Which behavior did you most underestimate? Why do you think you underestimated?
5. Do you think it is typical for teens to overestimate risky behaviors and/or consequences related to physical safety and digital safety?
6. What factors could cause people to overestimate risky behaviors?
7. Do you think adults would overestimate or underestimate teen's risky behaviors in relation to physical safety and digital safety? Defend your answer with evidence from your own experiences.
8. What do you believe has the greatest impact or influence on school safety and cybersafety on your age group (teens) and why do you think that?
9. How might you describe the current state of youth health risks in Florida based on these percentages?

Whole Group: Final Question
What are some things you can do to either keep yourself safer or improve safety for your peers? Use statistics from the YRBS to justify your response.

School & Cyber Safety - Self-Reflection Activity

Note to Teachers: An important aspect of the YRBS Health Lesson Modules is the notion of self-reflection and goal setting around personal health and healthy choices for Florida youth. This Self-Reflection Activity is meant to be an opportunity for students to independently reflect on their experiences and feelings without having to disclose this information to others. If teachers choose to include this activity in their lessons, it will be important for teachers to emphasize the personal and private nature of the self-reflective task. Also, this activity can serve as and before-and-after task for self-reflection once lessons in the behavioral health module have been implemented and are complete.

School & Cyber Safety – Self-Reflection Activity

For this activity, think about each goal statement and how it personally applies to you. Circle the choice that best describes what you think for each statement. After you have finished, place a star by the statements that you would like to change.

1. I feel safe and secure at school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

2. If I have a problem with someone, I know how to communicate safely and appropriately about the issue without escalating the situation.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

3. I know how to help if I see someone else being bullied by others.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

4. I appreciate other people for who they are even if they are very different from me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

5. I know how to safely report a potential dangerous situation at school to a trusted adult.

Strongly
Agree   Agree   Neutral   Disagree   Strongly
Disagree

6. I know how to safely report cyberbullying to a trusted adult.

Strongly
Agree   Agree   Neutral   Disagree   Strongly
Disagree

7. I know how to be a good digital citizen.

Strongly
Agree   Agree   Neutral   Disagree   Strongly
Disagree

8. I know how to advocate for myself and others.

Strongly
Agree   Agree   Neutral   Disagree   Strongly
Disagree

Now think of each statement as a goal. My goal is to........
Re-evaluate your circled choice. Would it stay the same or change?

_____

_____

_____

Choose a goal you are meeting; describe how you are meeting that goal.

Choose a goal you are not meeting; what are some things you can change or do to help meet that goal.

Activity 1: Saying NO to Bullying and Cyberbullying

Activity 1 (of 3): Saying NO to Bullying and Cyberbullying

Activity Description: This activity addresses the concepts of aggression, bullying, and cyberbullying, and directs students to consider healthy alternatives to such actions including positive conflict resolution and adherence to digital citizenship guidelines.   It is the first of a three-part unit on exploring safe schools for Florida's teens. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 45-70 minutes

Special Materials:

- Poster paper for each group of 2-3 students
- Markers
- Internet and computer/tablet access for video access
- Computer/tablet access for each group of students to explore online resources on bullying & cyberbullying

Florida State Standards:

HE.912.B.5.1
Determine the value of applying a thoughtful decision-making process in health-related situations.

HE.912.P.8.1
Demonstrate how to influence and support others in making positive health choices.

LAFS.910.SL.1.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

MAFS.912.S-ID.1.2
Use statistics appropriate to the shape of the data distribution to compare center
(median, mean) and spread (interquartile range, standard deviation) of two or more
different data sets.

Student Learning Objectives:

Students will be able to –

- Define and discuss the concepts of aggression, bullying, and cyberbullying while
considering the health and wellness implications of such behaviors
- Consider the importance of alternatives such as creating safe school and
classroom climates, cultivating empathy for others, and developing guidelines for
digital citizenship

Guiding Questions:
-
- **What does bullying mean? How would you identify a situation where
someone was being bullied?**
- **What does cyberbullying mean? How would you identify a situation where
someone was being cyberbullied?**
- How can people be proactive in protecting themselves and others from bullying
and cyberbullying?
- What does it mean to be a good citizen in the 'real world' and in the 'digital
world'?

Part 1: Exploring Data Trends from the YRBS

Introduction: Before moving into the next activity, it is important to introduce students
explicitly to the Florida YRBS and aspects of the data used to inform this activity.

If you have not previously explained YRBS to your students say, "The Florida Youth
Risk Behavior survey (YRBS) is given every two years to high school students across
Florida in order to understand the health choices, risks, and considerations of Florida's
teens today. The information gathered from this survey helps Florida agencies make
decisions about what programs and policies might be most helpful in keeping Florida's
youth safe and healthy."

Launch: Ask students the following: "What do you think about the following statements?
In 2017, 14 % of Florida high school students reported that they were bullied on school
property, and 12% of Florida high school students reported that they were electronically
bullied (such as through texting, Instagram, Facebook, or other social media)."

Ask students for their reactions and thoughts about these statistics. Some suggested
questions include:
- What are your thoughts on these statistics?
- Are they higher or lower than you expected?
- Do you think these statistics reflect our school and community?
- What do you think is the difference between bullying and cyberbullying? Do you
think one can lead to the other?

- Why might the Florida Department of Health want to know about personal safety and bullying – both in person and online?

Part 2: "Saying No to Bullying and Cyberbullying"

Jigsaw Activity Note: A jigsaw activity is a cooperative learning classroom strategy wherein students are divided into to small groups to become "experts" or to share in a task, and then re-divide into a *second* small group in which each original group is represented to share out information or results. In other words, one person from each of the original groups comes together to create the second group. In the visual example below, each circle represents one student. Keep in mind, the number of students AND the number of articles and/or tasks should guide the groupings for a particular activity or lesson. More information about the jigsaw cooperative learning strategy can be found here: https://www.jigsaw.org/.

Jigsaw Grouping Example:

First Grouping   Second Grouping
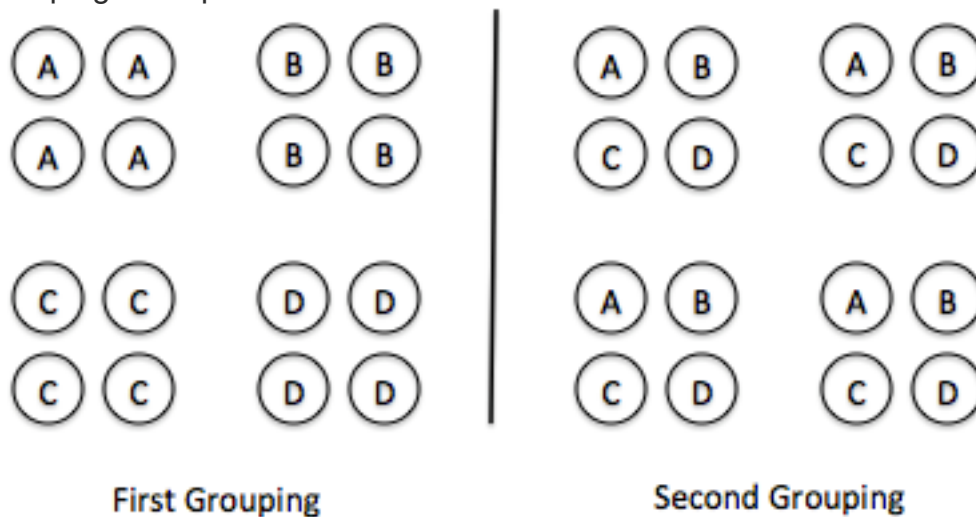
Launch: The teacher will say: "Aggression, bullying, and cyberbullying are serious issues in schools and communities. Think to yourself for a moment. What have been your experiences with relation to bullying and cyberbullying? Were you every bullied or cyberbullied? Did you knowingly or unknowlgly bully someone else?

Bullying, or aggression and intimidation used to force someone to do something or to feel badly about themselves, is never okay. Being a bully – in person or online – means someone is acting aggressively or in a harassing manner toward someone else by trying to exert power over them. This can happen in a number of ways – such as physical, verbal, relational or cyberbullying. Anytime someone tries to intimidate, dominate or repeatedly harm someone else for any reason, they are in the wrong.

But we as individuals and as a classroom (or school) community can make a pledge to actively stand up against bullying and cyberbullying by understanding what it looks like and by knowing what to do when we see it happening. To understand a bit more about why it is so important for us to agree to never engage in bullying and cyberbullying, let's watch a short video about the health effects of bullying and cyberbullying."

Show students the following video from Discovery News: "What are the Real Effects of Cyberbullying?" https://www.youtube.com/watch?v=DJGTccn_8us

Ask students for any reactions to the video and then introduce the jigsaw activity

Explanation of Task – Jigsaw Part 1: Have students count off into six groups or predetermine groups as appropriate for your class. Students will conduct research within six websites that they will be exploring. After groups are formed have each group meet by number (all 1s together, all 2s together, etc.). Each group will be responsible for exploring, researching, and discussing an assigned website that relates to bullying, cyberbullying, or aggression toward specific groups of people (i.e. LGBTQ+) (see links & list below).

Group 1: StopBullying.gov --- Bullying Research
　　　https://www.stopbullying.gov/
- Research the categories under the "Bullying" pull down menu

Group 2: StopBullying.gov --- Cyberbullying Research
　　　https://www.stopbullying.gov/
- Research the categories under the "Cyberbullying" pull down menu

Group 3: Gay, Lesbian, Straight Education Network
　　　https://www.glsen.org/
- Research the Learn and Act sections of the site

Group 4: It Gets Better Project
　　　https://itgetsbetter.org/
- Research the website in total

Group 5: Pacer Center's Teens Against Bullying
　　　https://www.pacerteensagainstbullying.org/bullying-defined/
- Research Bullying Defined Section

Group 6:   Pacer Center's Teens Against Bullying
　　　https://www.pacerteensagainstbullying.org/experiencing-bullying/
- Research Experiencing Bullying

The teacher should say, "Building on what we've already discussed, today you will explore one website having to do with bullying, cyberbullying, and prevention of peer-to-peer aggression with your group members in order to become "an expert" on the information presented by that particular site. Explore and read your website sections carefully and answer the guiding discussion questions with your group members.

After you have spent time reading and discussing your website with your group, we will switch groups again and one person from each of the first groups will come together to make a new group. You will then get to share the information about what you learned, so it is important to make sure you are knowledgeable about your section and the information you're responsible for researching."

Jigsaw Article READING: Each group should be assigned one of the six websites to research and then answer the guided discussion questions through a small group discussion.

The teacher should circulate around the room during this part of the activity to support students in their discussion and to assess students' progress. The teacher should note any points that seem to be ambiguous to students, as well as any that spark interesting discussion or debate between students. The teacher may use these observations to highlight certain ideas or questions during the whole group closure phase of this lesson.

Jigsaw Article SHARING: After the groups have researched their website and discussed, the teacher should rearrange the small groupings to new groups of six, ensuring as much as possible that each group has one "representative" from each of the six original groupings. Students will take turns sharing out to the new small group about their website information, based on their reading and research. The teacher should explain this and circulate around the classroom as students share out, using the guided discussion questions as support for their sharing.

Whole Group Discussion and Closure: After each student in each group has shared their reading reflections, the teacher should facilitate a whole group discussion about the ideas presented in each assigned website and the questions/ideas that arose from the second small group discussions. Possible discussion questions include:
- What were some of the main ideas or most important take-aways from each of the websites?
- What similarities and differences of the definitions of bullying and cyberbullying did your group find across the different websites?
- What information seemed to "cross over" and be emphasized across different websites? (characteristics of bullies/children who are bullied, warning signs of bullying, etc….)
- Why is it important for teenagers to be involved in bullying and cyberbullying prevention?
- Based on your research today, what are some active steps and strategies that you can take to address the issues of bullying and cyberbullying?
- What does it mean to be a good citizen in person and online? How might the idea of "good citizenship" support anti-bullying?

The teacher should summarize the ideas that students brought up in their discussions to the whole group.

Formative Assessment:

In small groups of 2-3, have students create a poster about bullying or cyberbullying. Posters should include appropriate, non-copyrighted images and relevant information. Posters can be done on paper or digitally. Ensure that your poster conveys the following information:

- A student-generated definition of bullying and cyberbullying
- Strategies that someone can use to stop harassment if they are bullied in person
- Strategies that someone can use to be a good digital citizen online and on social media platforms

Feedback to Students:

The teacher should carefully read through students' posters and follow-up with any students that may have pressing questions or concerns. Additionally, the teacher can follow up in future class sessions about active bystander and advocacy strategies to support students.

Accommodations:

To support students with reading difficulties, the websites may be read aloud or modified to more appropriate reading levels through supportive technology such as https://rewordify.com/"

Extension:

Have students research teens and young people who are making a difference in their schools and community to stop bullying and cyberbullying. Allow students to brainstorm ways to develop similar campaigns at their own school.

Bullying & Cyberbullying – Guided Research Questions:

- How does the website define bullying or cyberbullying?

- What do you find most interesting about the information in the website sections?

- Discuss at least one thing you learned through reading the website that you did not know prior to class.

- What is the main mission(s) of the organization that hosts the website?

- Why is there a need for bullying and cyberbullying education?

- What information is important from the section that will help you share the "take away" with others who have not read it?

- What strategies does the website suggest for people who are being bullied? What about people who are bystanders or witnesses?

- What are some strategies that you could use if you were being bullied or saw someone being bullied?

- -

Activity 2 (of 3): Becoming an Active Bystander & Advocate for Others

Activity Description: This activity addresses the concepts of active versus passive bystander witnessing of harassment and bullying, and supports students in considering strategies for actively advocating for others in such situations. It is the second of a three-part unit on exploring safe schools for Florida's teens. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 30-45 minutes

Special Materials:

- Bystander scenarios (three at random for each group; total of 10 scenarios so some groups will have same)
- Student handouts (one for each student)

Florida State Standards:

HE.912.B.4.3
Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

HE.912.B.4.4
Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

LAFS.910.SL.1.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Student Learning Objectives:

Students will be able to –
   - Consider the role of 'active bystander' or 'upstander' witnesses to bullying and/or cyberbullying
   - Develop strategies to advocate for self and others in harmful situations

Guiding Questions:
   - What is an active bystander?
   - How can an active bystander safely intervene to help others in a bullying or cyberbullying situation?

Standing Up for Self and Others – Strategies for Becoming an Active Bystander

Launch: The teacher should say, "As we learned previously, bullying and cyberbullying can have serious negative health effects because it can impede on physical, emotional, and psychological safety. Additionally, when someone does not feel safe, it can make it hard to learn new things or to be fully present in the moment of things. Sometimes it may be difficult for a person who is being harassed or bullied to feel like they can safely get help. In some cases, the help of a bystander –someone who is a witness or knows about the harassment – can be a powerful tool toward providing safety and deescalating situations.

But, surprisingly, it can be difficult to step up to help someone when we see harassment or bullying happening, in person or online. Let's watch this short video on "bystander effect".

Discovery News – "Why Don't Strangers Help Stop Fights?"
https://www.youtube.com/watch?v=sLC0P_6OJ-g

Show the video above and then lead students through a brief think-pair-share activity.

Think-Pair-Share: After the video, ask the following question of students: "What were some of the things in the video that stood out as important ideas to you?" Discuss your thoughts on Pluralistic Ignorance and Diffusion of Responsibility.   Students will turn to a seat neighbor after thinking for a minute and will briefly discuss their ideas about the video. As the students are discussing in pairs, the teacher should walk around the room and listen to the ideas students are sharing with their partner. After a few minutes of sharing, the teacher will then lead a brief whole-class share-out. Give students an opportunity to share out to the whole group. Ask students, What is pluralistic ignorance? What is diffusion of responsibility? What can you do to combat the bystander effect (passive bystanders)?

Explanation of Task: Before the activity, divide students into groups of three or four and distribute individual student handouts. The teacher should say, "It can be difficult to take action to help in a stressful situation when other people are around, but it is important that we learn how to do so to keep ourselves and others safe, in person and online. When someone knows or sees something hurtful that is happening to someone else and they do nothing, they are actually contributing to the problem – but research shows that when bystanders actively intervene to stop bullying, they can effectively stop the bullying within 10 seconds of intervention.

Today in your small groups, you will receive three scenarios. For each scenario, discuss with your group what someone could do to be an **active** bystander and help the situation by deescalating, reporting, or intervening. Then, consider what could happen if someone took a **passive** bystander role and did nothing or did something to make the situation worse. What could happen in each scenario? Complete the handout with your group members and then answer the questions on your handout by yourself.

Small Group Independent Practice: Students will work with their group members to read through the three scenarios they are assigned. Each student should fill out their own handout even though handout answers may look similar or the same from the group discussion. Students should also individually write down their thoughts and responses to the "thinking questions" on the handout. The teacher should circulate the room during this time to answer questions, discuss ideas with students, and to take note of any interesting or surprising strategies that students share. These might be useful during the whole group share out and closure.

Whole Class Discussion & Closure: Once students have completed their activity handouts, the teacher will facilitate a sharing out of students' scenario responses based on a volunteer basis.

Have students read a scenario aloud and ask them to share what they decided an ACTIVE bystander would do and what could happen if bystanders are PASSIVE. Have them also share out what possible effects or consequences could happen based on taking an active/helpful stance or a passive stance to the situation. Immediately after

each sharing of the scenario, ask other groups who had the same scenario to share their responses if they differ. Do this for all ten scenarios.

As students are sharing their possible positive strategies, the teacher may want to keep a running list on the board for future reference.

At the end of the sharing out and discussion, share the following with students:

Some Strategies for Becoming an Active Bystander:
- Make it clear to friends that you will not be involved in harassing, bullying, or intimidating behavior, in or out of school or online
- Never stand by and watch or encourage bullying behavior. It may not be happening to you, but what if it was?
- Don't harass, tease, or spread gossip or rumors about others –this includes on social networking sites or apps. Have you ever "liked" a cruel or mean post, message, or photo about someone else? Think twice – this is just as bad as you posting it yourself.
- Never forward or respond to messages or photos that might be offensive or upsetting
- Support the person who is being bullied to ask for help, or report it. Help them find a trusted adult or show them where they can get help or report it.
- Report bullying to someone you trust (like a teacher, principal, parents, etc.).

Formative Assessment:

In addition to the contributions of the students in whole-group closure, the teacher can assign an exit slip with the following questions:

1. What is an active bystander?
2. How can an active bystander safely intervene to help others in a bullying or cyberbullying situation?
3. **What situations other than bullying or cyberbullying would you see the bystander effect? Describe one situation and discuss how an active bystander would help and what could happen if bystandards do nothing.**

Feedback to Students:

The teacher may want to highlight particular ideas or contributions that students have made on their handout, in class discussions, or on their exit slips for feedback based on the learning objectives.   If a student reports or has questions about a specific harassment or bullying situation, be sure to follow up with the student and also report to the appropriate campus authorities.

Accommodations:

Instead of writing, students may use dictation or assistive technology in order to complete the handout activity.

Extensions:

As a companion activity, students may come up with their own scenarios to role-play or create skits that will help them practice active bystander strategies. Students can offer suggestions to one another regarding their own student-generated strategies to support and advocate against bullying for self and others.
Student Activity – Bullying and Cyberbullying Scenarios *

Scenario A
Zahid is a new student who just started at school this week. He has eaten alone in the cafeteria everyday so far and he seems to be having trouble fitting in. Zack and some of his friends have been laughing behind Zahid's back and calling him inappropriate names behind his back.   What would an active bystander do and what are possible outcomes? What would a Passive bystander do and what are the possible outcomes?

Scenario B
Ginnie is an eleventh grader who has a reputation for being a tough girl at school. In fact, she has often been mean to Lily and her friends. They try to keep their distance from Ginnie as much as possible. Last night though, Lily received an email from another student at school that tells a really embarrassing story about Ginnie. She doesn't know if it's true or not, but either way, she thinks her friends would think it's funny. What could Lily do as an active bystander and what are possible outcomes? What could Lily do as a Passive bystander and what are the possible outcomes?

Scenario C
Anton has a reputation for being the meanest guy at school. He is always shoving people around in the hallways and using intimidation to get money from people and cheat off of others. Recently, Ryan heard someone say that Anton and another student are planning to jump a kid named Erik after school.   Ryan really doesn't know Erik but he's heard he's sort of a weird kid anyway. What could Ryan do as an active bystander and what are possible outcomes? What could Ryan do as a Passive bystander and what are the possible outcomes?

Scenario D
Carson is walking with a group of other students down the hall toward his next class when he sees a popular student push an unpopular student into the wall, throwing his books and papers all over the ground. The aggressor laughs and leaves. Carson doesn't know either of the students involved. What could Carson do as an active bystander and what are possible outcomes? What could Carson do as a Passive bystander and what are the possible outcomes?

Scenario E
Candice and Mabel have a few classes together this semester including Physical Education. Cori knows Mabel feels uncomfortable when she has to change her shirt for class. One day after class Ashley, who is known to be a mean girl, notices how uncomfortable Mabel is and begins to tease her. There are at least 10 other girls in her locker area at the time. A few begin to close in around Mabel and Ashley. What could Candice do as an active bystander and what are possible outcomes? What could Candice do as a Passive bystander and what are the possible outcomes?

Scenario F
Adam, Jackson, and Chris have known each other since elementary school. Recently, Adam has started teasing Jackson about his weight and height. The teasing seems funny and harmless, but it also seems like it is getting more intense as time goes by. Jackson is starting to miss school often and has told Chris that he feels sick all the time and hates being around Adam. What could Chris do as an active bystander and what are possible outcomes? What could Chris do as a Passive bystander and what are the possible outcomes?

Scenario G
Andrew is frustrated and saddened by the comments his peers are making about his sexuality at school. His friend Deontae recently found out that a group of students have created an imposter account to impersonate Andrew on an online dating site. Posing as Andrew and using his contact information, they started sending out inappropriate messages to other guys on the site. Deontae knows that when Andrew starts receiving messages from members of the site, he will be mortified and devastated. What could Deontae do as an active bystander and what are possible outcomes? What could Deontae do as a Passive bystander and what are the possible outcomes?

Scenario H
Sasha and Katie are exchanging malicious and mean texts back and forth because of a misunderstanding involving a boy named Kevin. The situation escalates from trivial name calling over text messages to very vicious rumors and comments made online in public. Both girls have come to speak to the school counselor in tears, both angry at what is going on and emotionally distressed about what is being said online where so many other students in class and school can see. In fact, other girls at school are starting to take sides and get involved. Yesterday, Kendra was asked by another girl "whose side" she was on and what she thinks about the whole situation. What could Kendra do as an active bystander and what are possible outcomes? What could Kendra do as a Passive bystander and what are the possible outcomes?

Scenario I
Oscar and Jordan are best friends. They are constantly hanging out, are on the same sports teams, and play online video games together. Recently, Oscar was invited to a party, but Jordan wasn't. While Oscar was at the party, he heard some of the other people there making mean jokes and rude comments about Jordan, and laughing at him. They even asked Oscar why he hangs out with such a nerd all the time. What could Oscar do as an active bystander and what are possible outcomes? What could Oscar do as a Passive bystander and what are the possible outcomes?

Scenario J
Nicole, Michelle and Penny are the "mean girls" of the school. On the bus to school almost every day Shayna overhears them making fun of other kids. Today Shayna hears the Penny make nasty comments to her friends Alejandra, Jazmin and Arushi. What could Shayna do as an active bystander and what are possible outcomes? What could Shayna do as a Passive bystander and what are the possible outcomes?

The Role of an **ACTIVE** or **PASSIVE** Bystander

Scenario: _____	
ACTIVE Bystander Action(s)	Possible Outcome(s) of ACTIVE Approach
PASSIVE Bystander Action(s)	Possible Outcome(s) of PASSIVE Approach

The Role of an **ACTIVE** or **PASSIVE** Bystander

Scenario: _____	
ACTIVE Bystander Action(s)	Possible Outcome(s) of ACTIVE Approach
PASSIVE Bystander Action(s)	Possible Outcome(s) of PASSIVE Approach

The Role of an **ACTIVE** or **PASSIVE** Bystander

Scenario: _____	
ACTIVE Bystander Action(s)	Possible Outcome(s) of ACTIVE Approach
PASSIVE Bystander Action(s)	Possible Outcome(s) of PASSIVE Approach

The Role of an **ACTIVE** or **PASSIVE** Bystander:

What does it mean to be an active bystander?

_____

_____

_____

_____

_____

Why is it important for teens to know strategies to stand up for others and themselves in harassing, bullying, or cyberbullying situations?

_____

_____

_____

_____

_____

Have you ever been in a situation where you have witnessed someone else being bullied, harassed, or cyberbullied? What did you do? If you saw this happen again, would you do anything differently?

_____

_____

_____

_____

_____

Activity 3: Valuing the Differences and Similarities of Others

Activity 3 (of 3): Valuing the Differences and Similarities of Others

Activity Description: This activity addresses the notion that one major reason that bullying occurs is because of differences between students (across ability level, physical appearance, sexual orientation, etc.). This activity supports students in recognizing differences as something to be celebrated and similarities to others as entry points to empathy and respect. It is the third of a three-part unit on exploring safe schools for Florida's teens. This unit has been developed using recent data (2015 & 2017) from the Florida Youth Risk Behavior Survey.

Estimated Time: 15-30 minutes

Special Materials:

- Student YRBS Data Handout – one for each student
- Student handouts - one for each small group (groups of 4 if possible)
- Poster paper
- Markers

Florida State Standards:

HE.912.C.1.2
Interpret the significance of interrelationships in mental/emotional, physical, and social health.

HE.912.P.8.3
Work cooperatively as an advocate for improving personal, family, and community health.

LAFS.910.SL.1.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

MAFS.912.S-ID.1.2
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Student Learning Objectives:

Students will be able to –
- Examine similarities and differences across culture, interests, and other facets of personal life in relation to peers
- Discuss ways in which differences (such as sexual orientation, physical appearance, ability levels, etc.) are assets to be celebrated rather than reasons to bully or intimidate others

Guiding Questions:
- Why is it important to be respectful of others' cultural and personal differences?
- How is this issue of diversity and difference related to bullying and personal safety?

Part 1: Exploring Data Trends from the 2017 YRBS

For this activity, students will be introduced to survey questions from the Florida Youth Risk Behavior Survey, and will also explore research information regarding the data on bullying and reports of bullying due to differences.

Launch: "The Florida Youth Risk Behavior survey (YRBS) is given every two years to high school students across Florida in order to understand the health choices, risks, and considerations of Florida's teens today. The information gathered from this survey helps Florida agencies make decisions about what programs and policies might be most helpful in keeping Florida's youth safe and healthy."

Explanation of Task: For this next activity, your task is to decide whether or not the statement is True or False.

Hand out the Student Activity Sheet with the following statements:

1. 1 out of 20 Florida high school students report that they did not go to school because they felt unsafe at school or on their way to and from school (on at least 1 day during the 30 days before the survey).

2. In Florida high schools, females are twice more likely to be bullied electronically (on social media like Instagram, Facebook, or other platforms) than males.

3. 11% of Florida high school males reported being bullied on school property while 17% of females reported the same.

4. 20% of Florida high school students report being teased or name called because of their size, weight, or physical appearance.

5. Only 1% of Florida high school teens reported being the victim of teasing or name calling because someone thought they were gay, lesbian, or bisexual.

Answers for reference:

Question number	Rationale for False
1 - False	1 out of every 10 students reported not going to school because they felt unsafe
2 - True	15% of females reported being cyberbullied while only 8% of males reported the same
3 - True	
4 - True	
5 - False	10% of Florida teens reported this

Small Group & Whole Group Discussion: After sharing the current research on bullying with students, ask the following questions for small and whole group discussion.

1. Which statements were most surprising to you? Why?

2. Have you ever experienced being teased or harassed – in person or online – because of a physical, cultural, or personal difference?

3. Why do you think the Florida Department of Health is interested in the reasons why high school students might get teased, harassed, or bullied?

Part 2: More Alike than Different!

Launch: The teacher should say, "We all know that every single person is different. Even identical twins may have differences in their interests and what they like to do for fun. Differences—across cultures, physical appearance, beliefs, and personal attributes-- are important. People with differences provide different perspectives, new ways of doing things, and new ideas in every realm of life.

But, perhaps not surprisingly, often times we hear stories where people are harassed, targeted, or bullied because of their differences. Perhaps you yourself have a story like that.

Yet, it's true that when we get to know others by more than their appearance or what we *think* we know about them, we learn that we are not all so different."

Optional: "Before we jump into our activity, let's watch a short video that will illustrate this point. This video was made in Denmark, and so it may not represent our school, community, or country, but the message is the same no matter where we live."

TV2Danmark Video – "All That We Share"
https://www.youtube.com/watch?v=jD8tjhVO1Tc
** Please note that this video does acknowledge sexual activity in adults, as well as sexual orientation **

Show the video above and then lead students through a brief discussion activity:
- What did you think about this video?
- What is the take-home message the video is trying to convey?
- Even though this video was made in another country, do you think that this kind of activity would bring the same results in the U.S.? In our community? In our school? In our classroom?
- Why is it that people make assumptions about others without knowing them?

Explanation of Task: Before the activity, split students into groups of four and distribute student group handouts. Be sure that students are grouped with others who they do not know very well, if possible. The teacher should say, "For this activity, your task is to talk with your group members and figure out various things that you share in common, and things that are different among you. These might be cultural difference, personal differences, or differences in interest.

In each of the boxes on your paper, there is a number 1, 2, 3, or 4. Use these boxes to write down your shared (or different) commonalities. For example, if two people in your group like sushi, then you would write sushi in the "2" box. If one person shares with the group that they are religious, then that would go in the "1" box. Try to think of as many things as you can that are shared across 2, 3, or all 4 of you and write those things in the corresponding box.

Small Group Independent Practice: Students will work with their group members to discuss commonalities and differences. The teacher should circulate the room during this time to answer questions, discuss ideas with students, and to take note of any interesting or surprising strategies that students share. These might be useful during the whole group share out and closure.

Whole Class Discussion & Closure: Once students have completed their activity handouts, the teacher will facilitate a sharing out of students' responses based on a volunteer basis. Ask the students:
- What were some of the things that you learned about yourself and your classmates today that you did not know before?
- How did it feel to find out the similarities you had between yourself and others?

Optional Activity if Large Space Available:

Launch: The teacher should say, "We all know that every single person is different. Even identical twins may have differences in their interests and what they like to do for fun. Differences—across cultures, physical appearance, beliefs, and personal attributes-- are important. People with differences provide different perspectives, new ways of doing things, and new ideas in every realm of life.

But, perhaps not surprisingly, often times we hear stories where people are harassed, targeted, or bullied because of their differences. Perhaps you yourself have a story like that.

Yet, it's true that when we get to know others by more than their appearance or what we think we know about them, we learn that we are not all so different."

Typically at school you see cliques. Of these group choices, put yourself in only one of the categories:
1- Athletes/Jocks
2- Rockers/Musicians
3- Thespians
4- Geeks/Nerds
5- Skaters
6- Outsiders
7- Preps
8- Emo
9- Drifters (interact with different groups or independent of any mentioned group)

Teacher should have each group on a separate piece of paper and posted around the room/space for an activity later in the lesson. The front center of the space should be large and open.

Explanation of Task: On a piece of paper, write down the 15 statements. Then write a YES or NO next to the statement if it applies to you/your life or not.

Statements:
1- I love dogs
2- My parents are divorced or were never married
3- My favorite fast food is a burger and fries
4- I was born outside the United States
5- My favorite vegetable is broccoli
6- I am an only child
7- I surf
8- I have bullied or cyberbullied someone else
9- I love to dance
10- I have been bullied
11- I am allergic to bee stings or peanuts
12- I have saved someone's life
13- I consider myself a religious person
14- I volunteer in my community
15- I enjoy being a student in this school/class (hopefully all students will respond yes)

Whole Class Activity: Using the clique category you chose earlier, move to the sign that represents your chosen group. Take your statement paper with you. I will read each statement, If the statement I read applies to you (you answered YES), move to the front center of the room. Read each statement. Wait for students to move to the front of the room and acknowledge the new "group". After a moment, ask them to return to their original group. Continue until all 15 statements have been read.

Whole Class Discussion:
-What are some of the thinks you learned about yourself and your classmates that you did not know before?
- How did it feel to find out the similarities you had between yourself and others?
- How can we take these new found understandings to make our school or community better?

Formative Assessment:

In addition to the contributions of the students in whole-group closure, the teacher can assign an exit slip with the following questions:

- Why is it important to be respectful of others' cultural and personal differences?
- How is this issue of diversity and difference related to bullying and personal safety?

Feedback to Students:

The teacher may want to highlight particular ideas or contributions that students have made on their handout, in class discussions, or on their exit slips for feedback based on the learning objectives. If a student reports or has questions about a specific harassment or bullying situation, be sure to follow up with the student and also report to the appropriate campus authorities.

Activity Unit Summative Assessment:

For the summative assessment of all three activities, students should answer the following prompts in a short essay response: "How are bullying and cyberbullying related to issues of health and wellness for Florida teens? What strategies can one use to become better citizen within their school, community and online/social media network? ?"

Students should write a short (one to two page) essay response to these questions demonstrating an understanding of the objectives of the activities within the School and Cyber Safety Activity Unit.

*YRBS Data Activity – Student Handout *

1. 1 out of 20 Florida high school students report that they did not go to school because they felt unsafe at school or on their way to and from school (on at least 1 day during the 30 days before the survey).

2. In Florida high schools, females are twice more likely to be bullied electronically (on social media like Instagram, Facebook, or other platforms) than males.

3. 11% of Florida high school males reported being bullied on school property while 17% of females reported the same.

4. 20% of Florida high school students report being teased or name called because of their size, weight, or physical appearance.

5. Only 1% of Florida high school teens reported being the victim of teasing or name calling because someone thought they were gay, lesbian, or bisexual.

- -

More Alike than Different!

1	**2**
3	**4**