

Community Connection

Have students develop a plan to help combat bullying behaviors in sports. The plan should incorporate what they've learned about the HARM model and consider the challenges of being a student athlete. Invite students to share their plan with one of the school's sports teams.

Family Connection

Have students create a refrigerator magnet to take home that shows the HARM model. Students should take the magnets home and use them as a tool to discuss bullying awareness with their family members. They should also share what they've learned about safe ways to respond to bullying behaviors. Send home the Family Connection take-home worksheet entitled **Learning to Deal with Bullying Behaviors**.

Applying Across the Curriculum

ART AND LANGUAGE ARTS Have students write and illustrate a short graphic novel explaining HARM. The graphic novel should explain by "showing." Instead of just telling the reader what HARM means, it should tell a story about someone being bullied and show how that person is being bullied.

INFORMATION TECHNOLOGY Have students conduct safe Internet research about different organizations and campaigns around the country (and world!) that work to prevent and effectively deal with bullying behaviors. Have students make a list of the different approaches each organization uses and have them share their findings with the class.

Model responses to bullying behaviors

Now present some situations to the class in which these responses may help to alleviate some of the harm caused by bullying behaviors. Ask students to briefly share their thoughts after each situation is posed.

SAY: *Every time I try to sit by my friend at lunch, the people at her table won't let me. They laugh and spread their lunches out to take up more space.*

SAY: *I think I'm just going to take a few deep breaths the next time this happens. Then I'm going to calmly walk to another table where I feel welcome.*

SAY: *Sometimes when I walk home from school, a boy follows me home and tries to get me to pay attention to him. I've asked him to stop, but he won't leave me alone.*

SAY: *I'm going to ask two of my good friends to walk home with me. If the boy still doesn't stop, then I'm going to tell an adult whom I trust about this situation.*

SAY: *Sometimes when I am talking to my friends on the playground, an older kid I know shouts at me and tries to get me to fight her.*

SAY: *I don't think this person will listen to me if I try to talk to her calmly. I'm going to tell my teacher what is happening.*

SAY: *The person who sits next to me in math class keeps telling me I'm the worst math student he's ever seen.*

SAY: *I've had conversations with this person before, so I feel comfortable trying out some Don't Bug Me Messages with him. I think he'll listen, and his behavior will stop.*

ASK: *What do you think are the best ways to respond to a situation involving bullying? Do you think one response is better than another in certain situations?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the responding to bullying activity

Have students turn back to the Lesson 6 Practicing Page in their Student Journal. Explain that they will use what they've learned to decide how to respond to each of the bullying situations in the survey. Have students write their responses on a separate sheet of paper.

Students practice responding to bullying situations

Use a creative grouping strategy to place students in small groups. Ask a volunteer from each group to read the situations aloud to the group. Students discuss each situation and possible responses. Then students write their responses individually. After the discussions, ask students if they feel any better about dealing with bullying behaviors now compared with when they first began this unit.