

No Place for Hate® School Created Activity

- Identity Based Bullying
- Finding Tolerance and Empathy
- Overcoming Obstacles

Lesson Plan and Overview

Bullying is a major problem in all schools today. When it targets aspects of a person's identity, it is called identity-based bullying, and it may include bias about appearance, race, culture, gender and gender expression, language, religion, socioeconomic status, disability and sexual orientation.

According to GLSEN's 2012 report Playground and Prejudice: Elementary School Climate in the United States, two-thirds of elementary students attribute the bullying and name-calling that they witness to students' appearance or body size. Bullying and name-calling are attributed to not being good at sports 37% of the time. And being a boy who acts or looks "too much like a girl" or a girl who acts or looks "too much like a boy" accounts for bullying for 23% of students. Teachers report similar results.

This elementary/middle school lesson will help students define and understand identity-based bullying, reflect on experiences they have had and analyze scenarios and come up with potential solutions. .

Grade Level / Time Frame

Grades 6-8 Middle of October

Learning Objectives

- Students will identify important aspects of identity.
 - Students will be able to define bullying and identity-based bullying.
 - After viewing the presentation by Dr. Fowlin, students will recognize the connection between identity and bullying
 - Students will share examples of identity-based bullying.
 - Students will explore how to deal with identity-based bullying by reading, writing and discussing scenarios
 - Students will participate in team-building activities to help build understand the importance of overcoming obstacles and to be tolerant of others
-

Materials Needed

- Roles in Bullying Incidents (for teacher) ...for teacher...see below
 - Scenario Worksheets #1–5 (one per group)...for students...see below
 - Chart paper and markers
 - Supplies ordered for 7th and 8th grade team building
-

Important Note

- Dr. Mykee Fowlin is a performer, psychologist, and poet who uses all of his talents to help bring a performance/presentations (age appropriate) to students about respecting everyone's identity (religion, ethnicity, talent, ability, gender, gender expression, talent, age). His performance/presentation aligns to the Bulldog Mantra that we constantly express to the students. This has a specific connection to our first correlate/pillar: "We respect those around us and realize we're all connected as we celebrate our differences. No one, regardless of title, age, experience, ethnicity, gender, identity, talent, appearance, or religion, is better than the other.
 - Dr. Mykee Fowlin (in his presentation) takes on the personae of approximately four fictitious individuals who are historically marginalized and invites students to truly understand, recognize, and accept differences. His performance, "You don't know me until you know me" conveys this message.
 - The purpose of Dr. Fowlin work is "to create an atmosphere of worldwide inclusion, not just tolerance, towards all people."
 - So that families and parents understand the nature of Dr. Fowlin presentation, families are encouraged to preview Dr. Fowlin work in the following manner.
 - Go to his website: <https://mykeefowlin.com/> and review the entire website with a specific focus on his program: "[You Don't Know Me Until You Know Me](#)"
 - You can access an 8 minute preview of his work at this [YouTube Video](#)
 - View a sample of his full presentation at this [Vimeo Video](#) from another school he presented at over the last five years.
 - **Dr. Fowlin will not be presenting to 6th Graders. They will be participating in alternate activities.**
 - Parents/Families are encouraged to reach out to Mr. D'Ostilio with any concerns or questions.
 - Please read all the way through as 6, 7, and 8th grades all have different lesson plans.
-

Core Activity

The lesson design and learning format will be divided into four phases:

Phase I (Introduction of the Bulldog Mantra to All Students)

- September 7, 2023...Students will hear a Code of Conduct Presentation from Mr. D'Ostilio with a focus on the
- October 2-6, 2023...Week of Respect/Spirit Week...Signing the No Place for Hate Pledge
 - **Monday**...Wear any color of blue. The theme is "Be You in Blue". Students will write "I am" self-affirmation statements on blue card stock. Bulldog Ambassadors will use the affirmations to create the word, "RESPECT" prominently on a wall.
 - **Tuesday**...Wear Purple to show loyalty and respect
 - **Wednesday**...Students will wear shirts with positive affirmations
 - **Thursday**...Community Pride Day...Students will wear the colors of the district.

Core Activity (Cont.)

Phase I (Continued)

- **Friday**...Bulldog Pride Day...Wear Bulldog Colors

Phase II (Selection of Bully-stoppers)

- By October 17, 2023, a group of students will be selected from 7th and 8th grade to engage in the Bully-stoppers program as presented by Norm and Tiffanie Alston from Kings-Way Bully-stoppers.
- These students (7th and 8th Graders) selected by their teachers and given permission by their families will be trained to support victims of bullying. This training will occur on or around 10/30 to 11/1/23

Phase III (Presentation by Dr. Mikee Fowlin...7th and 8th grade only)

- On October 24, 2023, there will be a 7th grade presentation and an 8th grade presentation by Dr. Fowlin, "You Don't Know Me Until You Know Me."

Reflection Activity...(Defining Identity)...Classroom Activity...6th grade only

- Ask students: What does the word "identity" mean? What are aspects of your identity?
- Define identity as the qualities, beliefs, etc. that make a particular person or group different from others. Share an example using yourself. For example, "My identity includes being Latina, a woman and Catholic." Explain that many things shape a person's identity and help determine who they are.
- Ask students: What are different parts of your identity? What does identity consist of? Record their words, thoughts and phrases using a semantic web as illustrated below. Ask questions to elicit more ideas from the students.
- After brainstorming, engage students in a large group discussion by asking the following questions:
 - What do you notice about the words and phrases on the web?
 - Are there some things on the web that you had not thought of as being part of identity?
 - Which of these aspects of identity are important to you?



Core Activity (Cont.)

Reflection Activity...(Defining Identity)...Classroom Activity...6th grade only

- After brainstorming, engage students in a large group discussion by asking the following questions:
 - What do you notice about the words and phrases on the web?
 - Are there some things on the web that you had not thought of as being part of identity
 - Which of these aspects of identity are important to you?

Grade 6...Small Group Discussion...Identity-Based Bullying Scenarios

- This activity involves students reading scenarios about identity-based bullying and analyzing them. If the particular scenarios do not resonate with your students or they hit too “close to home,” feel free to substitute them with scenarios of your own. Review definitions of bullying, target, ally and bystander.
- Divide students into five groups. Explain that they are to choose one person to be the recorder to write their responses.
- Distribute a different Scenario Worksheet to each group. For younger students, you may want to read the scenario aloud to ensure that students understand it.
- Instruct the small groups to read their scenarios, discuss them and complete the worksheet by answering the questions. Allow 10–15 minutes for this process.
- When students have completed their small group work, instruct them to come back to the larger group and have all the groups present their findings to the class.
- Engage students in a large group discussion by asking the following questions:
 - How was it to work in your small group?
 - Did you discover anything new about bullying and specifically identity-based bullying?
 - What were some of the solutions or actions you came up with for dealing with the bullying?

How Activity Meets NPFH Requirements

This would be the first No Place for Hate (NPFH) activity of the year and one in which the school is developing its own lesson or unit plan. This lesson and study meet several themes of NPFH. By focusing on respect everyone’s identity and personhood, Bunker Hill Middle School is challenging bias and bullying as well as promoting respect for differences. These are two important themes, themes that are part of Bunker Hill's everyday discussions with students and families about what it means to be a Bunker Hill Bulldog.

Roles in Bullying Incidents

Ally

Someone who helps or stands up for someone who is being bullied.

Bullying

When one person or a group behaves—on purpose and over and over— in ways that make someone feel hurt, afraid or embarrassed.

Bystander

Someone who sees bullying happening and does not say or do anything.

Aggressor

Someone who says or does hurtful things to another person on purpose and over and over.

Target

Someone who is bullied or treated in hurtful ways by a person or a group on purpose and over and over.

Scenario Worksheet #1

6TH GRADE

Directions: Read the scenario together and discuss with one another. Read the questions below and have the recorder write your answers to each question.

Scenario: A second-grader named Hannah has always preferred “boy toys” to typical girl toys. She likes to play with Power Rangers and other action toys and she brings a Star Wars lunch box to school every day. A group of kids (both boys and girls) have been telling Hannah that she shouldn’t be into that stuff, and they have been calling her names and hiding the lunchbox from her during lunch. She told her mom that she wanted a new lunchbox because of the teasing and bullying.

1. How is the student being bullied?
2. What part of their identity is being targeted?
3. How do you think the person being targeted feels?
4. What actions can be taken by the target, bystanders, teacher or school?

Scenario Worksheet #2

6TH GRADE

Directions: Read the scenario together and discuss with one another. Read the questions below and have the recorder write your answers to each question.

Scenario: Lukas is a third grader and he has two moms. Everyone knows he has two moms, and it seems like he's the only one in school with a family like his. On Mother's Day, Lukas asked if he could make two cards and was told no, and everyone laughed at him. Lukas often gets called bad names, and kids tell him his family isn't "normal." He is afraid to go to school and sometimes pretends he is sick to avoid it.

1. How is the student being bullied?
2. What part of their identity is being targeted?
3. How do you think the person being targeted feels?
4. What actions can be taken by the target, bystanders, teacher or school?

Scenario Worksheet #3

6TH GRADE

Directions: Read the scenario together and discuss with one another. Read the questions below and have the recorder write your answers to each question.

Scenario: Sophia is a fifth-grader who is overweight. Her classmates tease her about it all the time, calling her “fat,” laughing at her during lunch and gym and isolating her because whenever students have to pick partners (in regular class as well as gym), she never gets picked. Since all the kids now have phones, some other fifth-graders are sending her texts and making prank phone calls, calling her names and laughing at her. Sophia hasn’t told her parents.

1. How is the student being bullied?
2. What part of their identity is being targeted?
3. How do you think the person being targeted feels?
4. What actions can be taken by the target, bystanders, teacher or school?

Scenario Worksheet #4

6TH GRADE

Directions: Read the scenario together and discuss with one another. Read the questions below and have the recorder write your answers to each question.

Scenario: Hala is a fourth-grader who is Muslim. She wears a hijab (head covering) to school as do her younger sister and cousin, who also go to the school. When Hala was younger, kids asked her questions about her hijab, the food she ate and her religion. But lately, they try to pull off the scarf at recess, telling her she shouldn't wear it, calling her a terrorist and making fun of the food she eats. She has started to throw her lunch out rather than deal with the bullying.

1. How is the student being bullied?
2. What part of their identity is being targeted?
3. How do you think the person being targeted feels?
4. What actions can be taken by the target, bystanders, teacher or school?

Scenario Worksheet #5

Directions: Read the scenario together and discuss with one another. Read the questions below and have the recorder write your answers to each question.

Scenario: Carlos is a second-grader. He has never been good at sports and has trouble with anything physical. At recess, he prefers to play low-key games or talk with some of the girls, since most of the boys play sports. The boys are always taunting him to play, and then when he does, they make fun of him and laugh at his performance. He is thinking about joining a baseball team even though he doesn't want to just so they will leave him alone.

1. How is the student being bullied?
2. What part of their identity is being targeted?
3. How do you think the person being targeted feels?
4. What actions can be taken by the target, bystanders, teacher or school?

Core Activity (Cont.)

Reflection Activity...Lesson Plans for Teachers...Classroom Activity and Team Building

- [Grade 8 Lesson Plan](#)
- [Grade 7 Lesson Plan](#)

*Remember, students in 7th and 8th grade will watch the presentation and go back to their rooms and rotate to each teacher doing team building activities to reflect on the presentation by Dr. Fowling.

*Students will also debrief and reflect on what they learned today.