Grade 7

Unit #3: Bullying Prevention - Peer Pressure

Unit #1  
Total Lesson Time: 30 minutes per day, 5 days

Skills:
1. Solve problems
2. Develop interpersonal skills
3. Think creatively
4. Communicate persuasively

Objectives:
1. Learn definition of bullying.
2. Learn strategies to prevent or stop bullying.

Outcomes:
1. Students will demonstrate understanding of bullying behaviors by recognizing and naming them.
2. Students will develop strategies to prevent bullying and/or stop bullying in process.

Unit Vocabulary (reinforcement):
1. Bully
2. Bullying
3. Respect
4. Self-Control
5. Integrity
6. Punctuality
7. Respect for the environment

Resources:
1. STAR Sportsmanship Online Module for Grade 7
2. Flip Chart
3. STAR Model
4. STAR Bullying Rubric
**Definitions:** Use either formal definitions or explanations to teach and extend the lesson’s vocabulary words.

**Bully:** “A bully is a person who is habitually cruel or overbearing, especially to smaller or weaker people.” *(The Free Dictionary by Farlex)*

**Bullying:** This definition, from researcher Dorthea Ross, is a standard definition on what constitutes bullying behavior. *(Childhood Bullying, Teasing, and Violence: What School Personnel, Other Professionals, and Parents Can Do, Second Edition. American Counseling Association, 2003.)*

“Bullying refers to intentional generally unprovoked attempts by one or more individuals to inflict physical hurt and/or psychological distress on one or more victims. There must be an imbalance of physical or psychological power, with the bully actually being stronger or perceived to be stronger than the victim. The bullying may be direct, with face-to-face physical or verbal confrontations, or indirect, with less visible actions such as spreading rumors or social exclusion. Although a single attack on a victim, if severe enough, can be accurately described as bullying, the term more often refers to a series of negative actions that occur frequently over time.”

An explanation of bullying to reinforce meaning is: “Saying or doing things to another person that hurts their feelings or causes them physical pain.” *(LJH, 2009)*


An explanation to reinforce the meaning of respect is “to show and feel friendship and honor toward somebody else. In school, when you respect the teacher, you follow the rules that the teacher has set.” *(LJH, 2009)*

**Self-control:** “Restraint exercised over one’s own impulses, emotions, or desires.” *(Merriam Webster Online Dictionary)*

An explanation to reinforce showing self-control is to talk about how students cannot just do or say whatever they want without realizing the consequences for their actions. Thinking about consequences before speaking or acting will help a student to exercise self-control. For example, a student should exercise self-control and not take drugs to enhance his or her performance in a sport, like Chad did in the video. Students should also exercise self-control by not sending mean text messages or bullying people just because they want to.

**Integrity:** “Firm adherence to a code of especially moral or artistic value.” *(Merriam Webster Online Dictionary)*

An explanation to reinforce the meaning of integrity is to talk about how if students have integrity, they should not be corrupted in their actions or values by the influences or actions of
other people. For example, personal integrity is displayed when everyone else is bullying another person, and because you know it is not the right thing to do, you choose not to participate in the bullying. In fact, you stand up to the bullying and tell others it is wrong.

**Punctuality:** “Being on time.” *(Merriam Webster Online Dictionary)*

Here is an example of punctuality: When students are at their desks and ready for class when the bell rings, they are punctual. When they get to school late, they are not punctual. Teachers expect their students to be on time and ready to learn when class begins. Punctuality is also important in the workplace. When students get a job one day, their boss will expect them to be on time.

**Respect for the environment:** “Consideration for and care given to the environment.” *(Based on the definition for “respect” from Merriam Webster Online Dictionary)*

An explanation of respect for the environment is when students do a good job of keeping their desks clean, throwing away their trash after lunch, and picking up trash they see on the grounds around their school or in their neighborhood. Respect for the environment goes hand in hand with being a good citizen.

**Lesson #1 Instructions:**

1. Instruct your students to complete the **STAR Sportsmanship Online Module for Grade 7**.

   *Teaching Tip: To access the **STAR Sportsmanship Online Module for Grade 7**, students should login to [www.starsportsmanship.com](http://www.starsportsmanship.com) under Grade 7.*

2. **Concept Introduction:** After students complete the online module for grade 7, read the following paragraph to students to introduce bullying behavior.

   Seb was a new student at Baldwin High School. He had a reputation as an excellent basketball player. In fact, at his former school, Seb’s basketball team was so good that they were expected to go all the way to the state playoffs. Seb was not happy that he had to move and transfer from his old school. Seb was not sure of his role (or “place”) in the new school or on the new basketball team. He was not sure how he would be treated.
Chad was a popular athlete at Baldwin High School. Chad ran track. When Seb heard that Chad wanted to meet him and some other athletes after school, Seb was excited. He thought he had been “accepted” by the cool athletes after all. But when Seb met up with Chad, he was really surprised. Chad offered Seb and the other athletes performance-enhancing drugs. Chad bullied Seb into accepting the drugs.

3. Discussion Question:

SAY: “Bullying comes in many different forms. It doesn’t have to be just a matter of somebody being mean the way Kevin and Gary bullied Seb. Bullying can be done using peer pressure to try to get somebody to do something he or she really doesn’t want to do. Chad used peer pressure to bully Seb into accepting the performance-enhancing drugs. Chad said that’s how he sets all of the records in track. If you had been Seb, what would you have said or done when Chad offered the drugs and bullied you into accepting them?

Raise your hand. I will write down each answer, and we will discuss them.”

(Encourage students to answer the questions. Write their answers on a flip chart or whiteboard. Discuss the different answers given.)

If necessary, here are some questions to stimulate student thinking:

- How does self-respect play into the scenario of peer pressure?
- How does self-control play into the scenario of peer pressure?
- Why did Seb accept those drugs?
- Was Chad showing respect for the school environment through his actions?

Lesson #2 Instructions:

1. Discussion Questions.

SAY: Seb found Chad in the tool shed. Chad was in very bad physical condition. Chad had taken the drugs and had a terrible reaction. Chad could have died. Seb did the right thing and immediately got help for Chad. At that moment, Seb didn’t care if Chad would be angry at him for not taking the drugs himself, or for getting help. Seb didn’t let Chad’s peer pressure or bullying throw him off his game. Seb was a STAR player. He showed integrity, self-control and self-respect.

SAY: “But why didn’t Seb stand up to Chad at first when he accepted the drugs? Why is it important to always be a STAR player?

Raise your hand. I will write down each answer, and we will discuss them.”
(Encourage students to answer the questions. Write their answers on a flip chart or whiteboard. Discuss the different answers given.)

If necessary, suggest one or more of these answers to the question to stimulate student engagement in the activity:

- If you can’t have respect for yourself and say “no” to drugs, then you might start to accept or fall for anything, even “throwing a game.”
- If somebody is going to bully you, whether it’s about drugs or the clothes you wear, you have to have enough integrity not to let them change who you are.

Lesson #3 Instructions:

1. Individual Assignment: This is an individual assignment to check for understanding.

Students will work independently to develop 5 strategies that they will use when offered drugs for enhanced athletic performance or for “recreational uses.” This will demonstrate student understanding of the key concepts and skills, as well as their ability to implement the STAR model (Stop, Think, Act and Replay).

SAY: “As we know from the online STAR module, STAR players don’t do drugs. Seb is a STAR player.

Using the STAR Model, write 5 strategies that Seb should have used to demonstrate his self-respect, self-control, and integrity when Seb was bullied into accepting the drugs from Chad. Think about how the concept of self-control and integrity fits into the STAR Model.”

SAY: “Write down your answers. We will share them later. You have five minutes to complete this activity.”

Ask for answers from the class, writing them down on a flip chart or whiteboard. Ask each student for a brief justification for why he or she selected that response. Discuss each response given with the class.

Lesson #4 Instructions:

1. Group Assignment.

SAY: “Now you are going to work in teams.” (Count off the students 1-6 and ask them to get together by group number for this work.)

SAY: “Now let’s use the suggestions we offered in our last class and use the STAR Model to develop 5 strategies that you can use if someone tries to bully you into taking drugs.
Think about how you can demonstrate self-respect, self-control, and personal integrity in how you choose conduct yourself toward others in this situation.

*Teaching Tip: Review the STAR Model with students (Stop, Think, Act and Replay). Instruct students to use the STAR Model to guide their strategy development.*

Students will work in groups of 4-5 students and discuss their individual strategies. Once they are finished sharing their individual strategies, students will collaboratively work to determine one representative strategy they determine to be the most effective strategy to say no to bullying or peer pressure about taking drugs, while demonstrating self-respect, self-control and personal integrity. The students can use one of the presented strategies, combine parts of individual strategies, or develop a new strategy as a group.

**Lesson #5 Instructions:**

1. **Presentation.**

   **SAY:** “Each group will present their one best strategy to the class. Using the STAR Bullying Rubric, the entire class will evaluate each strategy and select the top three based on the rubric scores.”

2. **Direct each group to present their strategy to the class.** The class will then score each presentation using the STAR Bullying Rubric.

   *(Optional: Record each presentation using a video camera and upload your videos to the www.MySportsmanship.com website to share with peers across the nation who are working in STAR.)*
**STAR Bullying Rubric**

<table>
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<th>Pts</th>
<th>Support</th>
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| 0   | Inflicts psychological distress; Does not extend friendship or honor of a teammate; No STAR model demonstrated.  
(Response exemplifies bullying behavior. Response demonstrates no respect for individual.) |
| 1   | Inflicts psychological distress; Does not extend friendship or honor of a teammate; Does use the “Stop” step of the STAR model.  
(Response exemplifies bullying behavior. Response demonstrates no respect for individual.) |
| 2   | Starts the process to show respect and friendship; Does not inflict psychological pain; 
Does use the “Stop” and “Think” steps of the STAR model. |
| 3   | Does not inflict psychological distress; Invokes friendship and honor to reflect respect; 
Does use the “Stop”, “Think”, and “Act” steps of the STAR model. |
| 4   | Does not inflict psychological distress; Honors friendship; Does use the “Stop,” “Think,” “Act,” and “Replay” steps of the STAR model.  
(Response fully expresses bully prevention and respect.) |