

Prevention & Awareness Activity A

Title of Lesson:	“Bullying Thermometer”
Club or Program utilizing Lesson:	Suitable for in-school, after school or community clubs. Most suitable for classroom or indoor environment.
Objective/Goals:	<p>There are many types of bullying. How do you decide which is worse or more harmful? This exercise explores the types of bullying behavior and encourages the participants to discuss them, their meaning and their impact.</p> <ul style="list-style-type: none"> • Learn different types of bullying behavior. • Discuss the impact of bullying. • Discuss how differences (gender, generational, social) can affect the perception of bullying behaviors.
Materials Needed:	Handout Cards from the “Bullying Thermometer” activity (one per group)
Description/Directions:	<p><u>Part A (5 minutes)</u></p> <p>1) In a larger group the facilitator should lead a SHORT discussion using the questions below. This portion of the exercise is to help the participants begin the discussion on types of bullying.</p> <p style="padding-left: 40px;">A. What are types of bullying?</p> <p style="padding-left: 40px;">B. Are all types of bullying equal? Do all types effect people in the same way?</p> <p><u>Part B (25 minutes)</u></p> <p>1) Divide the group into teams (8-10 people works well).</p> <p>2) Give each team a set of the “Bullying Thermometer” activity cards.</p> <p>3) Ask them to go over each card and discuss what that method of bullying means. Ask them, as a group, to develop a definition of each word.</p> <p>4) Once they all agree on what the different types of bullying mean, have them put the cards in order from the “coolest” type (least harmful) to the “hottest” type (most harmful).</p>

	<p>5) Have the groups share the order of their cards with the larger group.</p> <p>6) Process your activity. See instructions under the “Processing and Wrap Up” section of this manual.</p>
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Processing Questions:	Go to the “Processing & Wrap Up” section of this manual to process this activity.
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Created/Adapted by:	Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from training materials supplied by Deana Reed, Extension Specialist for 4-H Youth Development, University of Kentucky. Originally adapted from “Breaking the Code” by Kansas State University Extension.
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Handout Page – Bullying Thermometer

(pg 1)

Cut apart the cards below. You will need one set of cards per group. They can be printed on card stock and laminated for extra durability.

<p>Bullying Thermometer Activity</p>  <p>Source: Breaking the Code, Kansas State University Extension</p>	 <p>Harassment</p>
 <p>Hazing</p>	 <p>Drama</p>

Handout Page – Bullying Thermometer

(pg 2)



Conflict



Teasing



Pick-On



Name Calling

Handout Page – Bullying Thermometer

(pg 3)



Rumors



Isolation



Demeaning



**Making A
Threat**

Handout Page – Bullying Thermometer

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Flirting



**Practical
Joke**



Terrorizing



**Posing a
Threat**

Handout Page – Bullying Thermometer

(pg 5)



Sarcasm



Hate Speech



Hitting



Intimidation

Prevention & Awareness Activity B

Title of Lesson:	Bullying – What is It?
Club or Program utilizing Lesson:	Suitable for in-school, after school or community clubs. Most suitable for classroom or indoor environment.
Objective/Goals:	<p>Bullying is word that people talk about a lot but don't always fully understand. This lesson explores the different types of bullying and helps the participants understand the many different types of bullying.</p> <ul style="list-style-type: none"> • Learn about the different types of bullying. • Discuss different ways to bully. • Create a definition for bullying.
Materials Needed:	<p>Part A: Handout “Bullying – What Is It”; Index Cards (one set per team); pens or pencils.</p> <p>Part B: Handout “Why We Bully” (2 sets, cut apart)</p>
Description/Directions:	<p><u>Part A (20 Minutes)</u></p> <ol style="list-style-type: none"> 1) Divide the group into teams (3-5 people work well). Give each team a set of index cards. Tell them they have 10 minutes to come up with as many different ways that people bully as possible. Write each reason (only one) on each index card. 2) When the 10 minutes is up; hand each group one of the “Bullying – What is it” handouts. Tell them to divide the ways people bully into the categories on the handout. After the have ways people bully for each category, have them create a definition of bullying and write it in the square on the handout. 3) Have some or all of the groups share their definitions for each type of bullying. <p><u>Part B (10 Minutes)</u></p> <ol style="list-style-type: none"> 1) Divide everyone into eight teams (of at least three people). 2) Have each team draw one of the “Why We Bully Cards” from a hat. 3) Give the groups 2 minutes to come up with SHORT role play that illustrates what’s on the card. The other teams have to guess the “reason” that the person is bullying. The first team to guess the reason gets 5 points.