

Hate Prevention Activity Template

A) **Name:** Danielle Scholfield

B) **Title of Activity:**

Every Student Is A Star, How to Prevent Joking Going Too Far

C) **Ideally Used by:**

Education Majors working with middle school students grades 6-8

D) **Purpose:**

To teach through observations and group discussion, what “hate acts” occur in the middle school setting such as stereotyping, among students at a young age and how to use it as a teaching tool for prospective teachers and education majors.

E) **Materials Required:**

- A large meeting space within a middle school, large enough for total group discussion as well as break out groups
- White board or chalk board
- Markers
- Various props that could be used in skits, such as clothing with specific labels or designating signs for stereotypical groups.
- A classroom back at the college or university for analysis, reflection, and discussion of what they observed from the middle schoolers.
- Television and movie clips depicting stereotyping common to the middle school demographic (example: *Mean Girls*, *Hannah Montana*, and MTV reality shows)

F) **Permissions Required:**

- Meeting spaces, check with administration at both locations
- Clearance with the middle school to conduct this exercise
- Movie and television clip rights.

G) **Advanced Preparation:**

Prior to conducting this activity at the middle school, education majors should do a mock run through of the ideas and situations that may occur among the students. Through doing a mock run through the education majors will have brainstormed for various answers that they may get from the middle school students. Upon arrival at the middle school and after introductions give a brief explanation of what the education majors will be doing with the group of middle school students.

H) Conducting the Activity:

Split into as many groups as the numbers allow, with one or more education major in each. This major will serve as a secretary and team leader. Have the students write down as many “bullying” situations that they can think of. Then give them examples of bullying, such as stereotyping, from the movie and TV show clips and tell them to look at their lists again and add any other less prominent bullying situations. Have each group go through their list and write all of the different bullying situations on a board at the front of the room. The groups can then pick from the different bullying scenarios. Give them half hour to 45 minutes to form a script to depict the following; (college students should be the active secretary at this point, writing down the middle schoolers ideas)

- 1- The bullying situation
- 2- The impact of bullying
- 3- An example of what can be done to prevent the situation

Once the half hour to 45 minutes is up, have each group perform their skit. Afterwards have each group have a brief discussion about the specific form of bullying that was shown. Then have everyone brainstorm and write down prevention ideas besides the one that the group performed. Do this until all groups have performed. The approximate time with about five (5) groups should be an hour to an hour and a half.

I) Follow-Up Options:

Once the majors return to their college or university they can sit and reflect on the brainstorming of different bullying groups or of solutions to bullying the middle school students came up with. This then can be applied to lesson plans and understanding of the psychology of middle school students. They can also discuss what, as teachers, they can do to intervene if they see bullying occur.