

**7.ICR.1.2-Predict  
short--□ term and  
long--□ term consequences  
of violence to perpetrators,  
victims, and bystanders.**

# Board Policy on Bullying: 6414 HARASSMENT/BULLYING

- It is the priority of the Wake County Board of Education to provide every student and employee in the school system with a safe and orderly learning and working environment. To this end, the Board specifically prohibits harassing or bullying behavior at all levels.
- Students are expected to comply with the behavior standards established by Board Policy and the Student Code of Conduct.
- The Board specifically prohibits reprisal or retaliation against any individual who makes a complaint or reports an incident of harassing or bullying behavior or who participates in an investigation or grievance proceeding initiated under this policy. Reprisal or retaliation against any individual who reports an act of harassment or bullying may result in disciplinary action being taken, up to and including long-term suspension or expulsion in certain cases for students.

# Continued

## 1. DEFINITION OF HARASSMENT AND BULLYING:

- a. As used in this policy, harassing or bullying behavior is any repeated, systematic pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication on school property; at any school sponsored function; on a school bus; or as otherwise stated in Board Policy 6400- Student Code of Conduct, and that:
  - i. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
  - ii. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.
- b. Harassing or bullying behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

- What are some short-term consequences of violence to perpetrators, victims, and bystanders?**
- What are possible long-term consequences of violence to perpetrators, victims and bystanders?**

## Before discussing consequences, review bullying behaviors by asking:

- What are some behaviors that would be considered bullying?
  - (picking on someone; making fun of another person; putting someone down; threatening a peer)
- Why do some teenagers bully others?
- How many of you have been bullied by a peer?
- Did they bully you all by themselves or were there others standing around watching?
- How does it feel to be the victim of bullying?
- Have you ever stood by and watched a friend bullying a peer?

# Sometimes, our actions cause consequences.

- ❖ What does the word consequence mean?
  - (something produced by a cause/action or necessarily following from a set of conditions)
- ❖ Do violent actions have consequences?
- ❖ What type of consequences can an individual suffer when a violent act is committed?
- ❖ Are there other kinds of consequences besides the legal consequences?

# TYPES OF CONSEQUENCES OF VIOLENCE



# PHYSICAL CONSEQUENCES

- This type of consequence involves harm to the physical body. (Examples: a black eye, a broken bone)



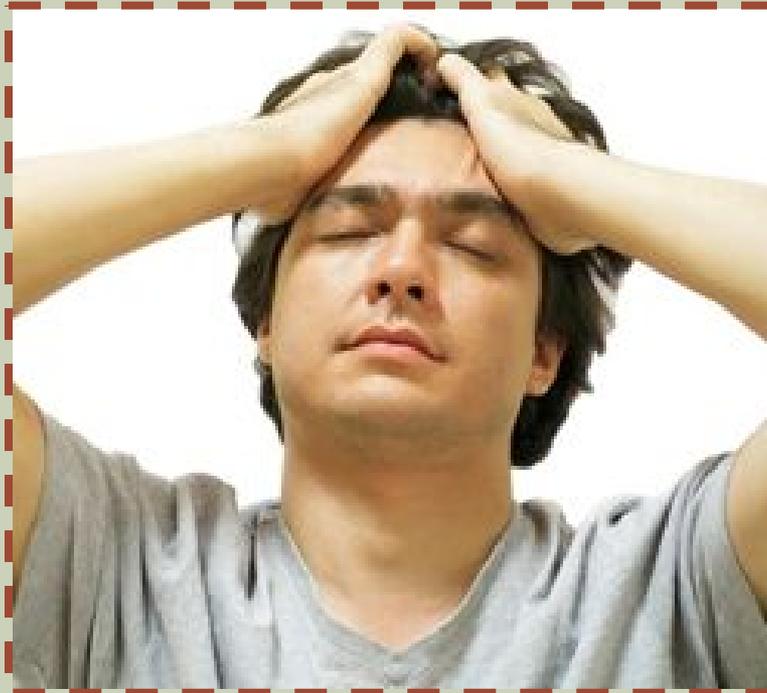
# LEGAL CONSEQUENCES

- This type of consequence occurs when the action of an individual is against the law. (Examples: being charged with criminal harassment or felony battery)



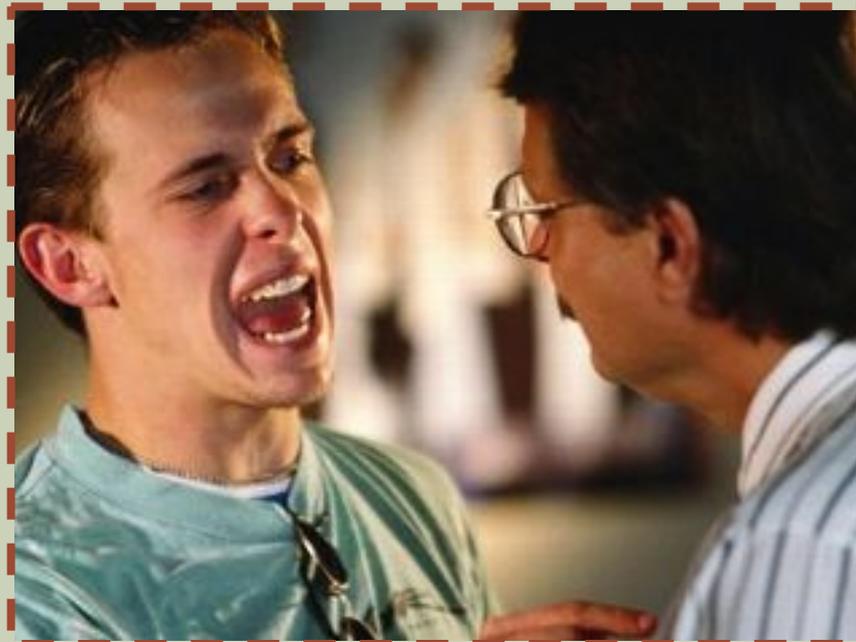
# EMOTIONAL OR MENTAL CONSEQUENCES

- This type of consequence affects how the person feels about himself or herself. (Example: Person feels embarrassed or ashamed of his or her behavior.)



# SOCIAL CONSEQUENCES

- This type of consequence affects an individual's relationships with his or her family, friends, or other important people. (Example: Your parents do not like your friends if they are involved in violent acts.)



# ACADEMIC CONSEQUENCES

- This type of consequence has an effect on an individual's school performance. (Example: Suspension for fighting affecting a student's grade.)



# FINANCIAL CONSEQUENCES

- This type of consequence results in some sort of expense. (Example: The behavior costs money, such as a fine or court costs.)



video clip

# Price of Silence

- ★ Write a paragraph describing your feelings about the victim, perpetrator, and bystanders.
  - Include possible short-term and long-term consequences.

- ★ For each scenario, brainstorm:
  - the short-term and long-term consequences for the perpetrator
  - the short-term and long-term consequences for the victim
  - the short-term and long-term consequences for the bystander

# Violence Scenarios

1. Sunrise, FL: Two 7th grade students got into a fight that involved a razor blade that left one of the students with 14 stitches. Students reported bullying was involved and that both boys had been fighting off and on for about a week before the bloody incident.
2. Valparaiso, IN: Five students were stabbed by another student at Valparaiso High School today. The 15-year old attacker was tackled by teachers and held until police arrived. He is reported to be a good student with no apparent motive for the attack. All but one of the victims was released from the hospital the remaining victim is said to be in good condition.
3. Charlotte, NC: A 15 year-old student was rushed from West Mecklenburg High School to the hospital after being stabbed. His 14 year-old girlfriend apparently cut him with a box cutter.
4. When Montreal teen Amy Boucher discovered a website address for art where she could chat with others it gave her a sense of belonging and acceptance. But all that changed when Amy got into a spat with another girl on the site over an unanswered email. Amy tried to make up but the girl rebuffed her attempts and for the next three years made her the object of online bullying campaign. A group of girls would taunt Amy over emails or sign onto the site under her name before launching attacks on other members that she would then be blamed for.

5. Haines City, FL: A 14 year-old student has been charged with shooting a fellow student with a BB gun while riding home on a school bus. His brother has also been charged with telling the other students that if anyone told on them, he would get his boys and beat them up.
6. A Florida teen suffers from brain damage after attempting suicide. His parents say he was a victim of being subjected to anti-gay bullying in middle school.
7. Four girls and a teacher are shot to death and 10 others wounded during a false fire alarm at Westside Middle School in Jonesboro, Ark., when two boys, ages 11 and 13, open fire from the woods.
8. Three sixth-grade boys had a “hit list” and were plotting to kill fellow classmates on the last day of school in a sniper attack during a false fire alarm, police in St. Charles, MO.

# Independent Practice:

- Now that you've learned how far-reaching the consequences and effects of violent acts are, I want you to create a brochure for distribution
- ◆ Your project should include:
  - facts and statistics on violence
  - information on all types of violent acts, from acts such as fighting to more serious acts of violence
  - the emphasis should be on the short and long-term consequences of violent actions to everyone involved, including the community
  - information on how to deescalate violence, such as classmates who are going to fight

# Closure:

You did a good job recognizing the role of bystanders, victims and perpetrators and the short-term and long-term consequences for each person involved in conflict and bullying situations. Bystanders, victims and perpetrators' lives can have lifelong consequences because of their choices. Positive peer pressure can help you encourage your friends not to confront and fight someone. You can also encourage peers not to bully others. You can make a difference.