

# Your Choice...Your Action...Your Life Words Can Leave a Lasting Impression

**Grade level: K-12**

**Focus:** Verbal bullying – Based on the Broward County School Board’s Anti-Bullying Policy 5.9, bullying is defined using the acronym RIP. “R” stands for repeated, “I” stands for imbalance of power and “P” stands for purposeful. Verbal bullying is a category of bullying that involves using words to hurt someone. These words have hostile intent, cause distress and are repeated over time. Like other forms of bullying, verbal bullying involves a power differential (bully over victim). Also included would be gossiping and/or spreading rumors.



**Goal:** Students will see the hurt caused by words used in verbal bullying and will begin to develop empathy for a victim.

**Materials:** “Words Can Leave a Lasting Impression” PSA, index cards, chart pad or other way to compile a class list of generated words.

**Discussion:**

Set discussion rules for your classroom. Use the following questions that are appropriate for your students.

- There are all kinds of bullying. Some people can hurt you on the outside by causing physical harm. Some people can hurt you on the inside by calling you names or spreading rumors or by purposely ignoring you. Was this video an example of inside or outside bullying? Why?
- How did you feel when you watched this video?
- Make a list of words to describe how you think the girl in the video felt? (Record the list of words that the students generate.)
- How can gossip be considered bullying when you are not directly talking to the person?
- How does verbal bullying occur through social media?

**Activity:**

**K-1**

LACC.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
LACC.1.L.3.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Help students determine which word is a nice word and which is a mean, hurtful word. Which words would make the girl in the video feel better? Which words should we use when we talk about someone? Why?

hate like bad good mean nice ugly pretty

**2-5**

LACC.2.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LACC.3.L.3.5	
LACC.4.L.3.5	
LACC.5.L.3.5	

Have students write each word onto an index card. Allow them to work in pairs to sort words into two groups: words that hurt and words that are meant to be nice. Have a discussion and let the groups discuss why they put the words into each category.

hate like bad good mean nice ugly pretty love helpful  
useful useless evil cruel terrible lovely kind polite friendly

**4-5**

LACC.4.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LACC.5.L.3.5	

If students are able, you can have them use the “nice” words to create similes to describe a person. For example, she is as pretty as a rose. He is as good as an ice cream cone on a hot day. If the students cannot create the similes, the teacher can create them and still have the students explain the meaning.

**6-12**

LACC.6.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LACC.7.L.3.5	
LACC.8.L.3.5	
LACC.9.10.L.3.5	
LACC.11.12.L.3.5	

Word Continuum - Add the words generated by the students when they described verbal bullying in the video to the words in the list below. Feel free to edit the words depending on your grade level needs.

glad	annoyed	ecstatic	pleased	determined
mad	fuming	calm	exultant	despondent
sore	delighted	outraged	despondent	melancholy
angry	enraged	livid	willful	adaptable
joyous	infuriated	content	persistent	amenable

Place the students into small groups of 2 or 3 and have them write each word on an index card. Then have the students put one index card with positive words at one end and negative words at the other. Have the students rank the words and put them in order from most positive to most negative.

Have groups display their continuum and explain their reasoning for placing the words from one end to the other.