



VICIOUS & VIRTUOUS CYCLES

LESSON SIX

Summary

In this lesson, you will learn about cycles of behavior and how everyone, including you, plays a role in these cycles. You will learn the difference between the “vicious cycle of bullying” and the “virtuous cycle of belonging,” and how you can help prevent and stop bullying behavior.

FACILITATOR TIPS

Please note Step 3 of the Virtuous Cycle of Belonging, “Consequences for the Person Engaging Bullying Behavior and Support for Both People.”

It’s important to emphasize with the students that we support the person engaging in bullying behavior as well as the others involved. Sometimes it’s easy to forget that those we may label as “bullies” are likely hurting and acting out in response to bullying behavior they may be experiencing themselves at home, in extra curricular activities, etc. We can only break the Vicious Cycle of Bullying and promote the Virtuous Cycle of Belonging when we offer support to everyone involved in the cycle.

DISCUSSION QUESTIONS

What are the three steps that make up the “vicious cycle of bullying?”

- A: 1) *Environment where people don't feel safe*
- 2) *Hurt people hurt people*
- 3) *React with aggression or ignore the bullying behavior*

What are the three steps that make up the “virtuous cycle of belonging?”

- A: 1) *Environment where people feel safe and belong*
- 2) *If bullying occurs, we look out for each other and we report the behavior to supporting adults*
- 3) *Consequences for people engaging in bullying behavior and support for both people.*

What are some things you can do to help shift from the vicious cycle to the virtuous cycle?

- A: *Answers will vary, but here are some main points from the video to reinforce:*
Support someone, look out for others, report the behavior, work with each other, be kind and respectful.

FACILITATOR NOTE: The instructions and questions below are also on the student handout. Your role is to explain the instructions clearly and make sure all students understand. Your goal is to support the students as they complete the activity, and to keep them on track.

The Vicious and Virtuous Cycles

In the diagram to the right, fill in the 3 steps to the Vicious Cycle of Bullying in the correct order.

Hurt People Hurt People

Environment Where People
Don't Feel Safe

The Person Getting Bullied Responds
with Aggression or Ignores the
Bullying Behavior

Environment Where
People Don't Feel Safe.



Virtuous Cycle of BELONGING

In the diagram to the left, fill in the 3 steps to the Virtuous Cycle of Belonging in the correct order.

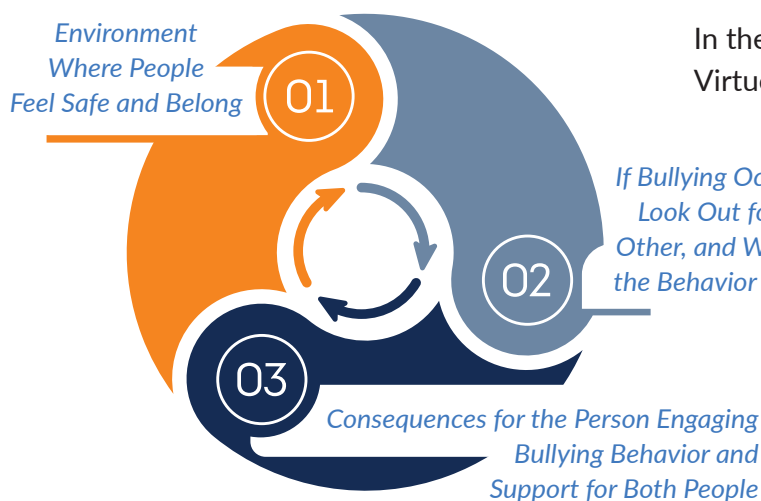
Environment
Where People
Feel Safe and Belong

If Bullying Occurs, We
Look Out for Each
Other, and We Report
the Behavior to Adults

If Bullying Occurs, We Look Out
for Each Other, and We Report
the Behavior to Adults

Consequences for the Person
Engaging Bullying Behavior and
Support for Both People

Environment Where People Feel
Safe and Belong





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CLASS ACTIVITY:

Discuss Examples of Vicious & Virtuous Cycles

FACILITATOR TIPS

Help the students find a partner or small group for the exercise. Let the class know how much time they have for Part 1, and have them begin. Walk around the class to listen in on what they are sharing. Encourage students to raise their hands if they have a question, so you can help them if they get stuck.

Repeat for Part 2

It's optional to come together as a class after Part 2 and allow students to share their experiences.

FACILITATOR NOTE: The instructions and questions below are also on the student handout. Your role is to explain the instructions clearly and make sure all students understand. Your goal is to support the students as they complete the activity, and to keep them on track.

In this exercise, we will break out into partners and share examples of where we have noticed the “vicious cycle of bullying” and the “virtuous cycle of belonging” in our daily lives.

PART ONE

Step 1: Reflection - Think of a real life example where you experienced the “vicious cycle of bullying”. This would be a situation where someone reacted to bullying behavior with aggression, or ignored it (and didn't report it), and it got worse.

Step 2: Share - Each person share your example and discuss.

PART TWO

Step 1: Reflection - Think of a real life example where you experienced the “virtuous cycle of belonging.” This would be a situation where someone responded by standing up for the person, supporting them, or reporting the incident to adults, and the situation got better.

Step 2: Share - Each person share your example and discuss.



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HOME ACTIVITY:

Review of Main Ideas

FACILITATOR NOTE: At the end of the class, go over this activity with the students. Make sure they understand the instructions, and encourage them to do it at home. Our intention is not that students be required to turn it in, but rather that they have an opportunity to think about and internalize the main ideas learned in class.

Keep these tips in mind to help you do your part in supporting the “virtuous cycle of belonging.”

- Do your part to create an environment of belonging and to prevent bullying from ever happening. Include others, and be kind and respectful to all.
- If you see bullying behavior happening, you can choose to stand up for someone in the moment, or report it to a supportive adult.
- If the bullying behavior has already happened, you can choose to show your support afterward by:
 - ✓ **Asking** *the person who experienced bullying if there is anything you can do to help them.*
 - ✓ **Telling** *them that what you saw wasn't cool, and ask if they need someone.*
 - ✓ **Telling** *them that you're there for them.*
 - ✓ **Listening** *to them and show them that you care and that they are not alone.*
- You can also choose to be supportive to the person doing the bullying by:
 - ✓ **Telling** *them that their actions are not ok.*
 - ✓ **Telling them, if they need help or are sad,** *that you are there for them, and they're not alone.*
 - ✓ **Telling them** *that their actions are hurtful, and that they can make different choices.*
 - ✓ **Telling them** *they can choose to be respectful and accepting of others, and to seek a trusted adult for support.*



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HOME ACTIVITY: Understanding our Differences

FACILITATOR NOTE: At the end of the class, go over this activity with the students. Make sure they understand the instructions, and encourage them to do it at home. Our intention is not that students be required to turn it in, but rather that they have an opportunity to think about and internalize the main ideas learned in class.

Your actions make a difference! You can choose to be a hero and to do your part to break the “vicious cycle of bullying,” and to encourage the “virtuous cycle of belonging.”

Look for small things you can do to help create a more friendly, supportive, and safe environment. Then take small actions to support the “virtuous cycle of belonging”.

Use this worksheet to write down some ideas of actions you can take.

1. What are some things you can do the next time you experience or witness bullying behavior that would help shift the cycle?

Examples include: report the incident to a supporting adult, support the person experiencing bullying behavior, so they feel that they are not alone, or show that you care. If you are experiencing bullying behavior you can report it and seek support. Know that you are not alone.

2. Think of someone who feels like they don't belong, who has experienced bullying behavior, or who doesn't have many friends. What can you do to help them feel supported?

Answers vary. Examples include: talk to them, invite them to sit with you or to do something fun, tell them that you are here for them, listen to them and show them that you care.

3. What ideas can you think of that would help create a more friendly environment where people feel more safe and more like they belong?

Answers vary. Examples include, being kind, being friendly, respecting others, reaching out to others if they look sad to see how they feel, listen to others and show attention and care to their feelings.