

Bullying Awareness Lesson Plan – Grades 4-6

Estimated Time of Completion:

Two to three classroom periods, or stretched out throughout the school year. Each activity will take between 15-30 minutes. Bullying is a topic that needs to be discussed on an ongoing basis.

I. Summary:

The purpose of these activities is to raise awareness of bullying for students in grades 4-6. Students who have a clear understanding of what bullying is, what it looks like, and how it affects students are more likely to refrain from bullying and to take action to stop it when they see it. Increased awareness for all is the foundation of the Project S.A.F.E. intervention program.

II. Objectives:

- Students will be aware of the definition of bullying.
- Students will be able to identify different types of bullying behaviors.
- Students will be able to identify ways that bullying makes people feel.

III. Activities

ACTIVITY 1

A. Materials Needed:

- Poster boards or Butcher Paper
- Markers

B. Procedure:

1. Break the class into seven small groups. Assign the group the following tasks:
 - a. Create a poster about bullying.
 - b. The poster should include important points of information. Including:
 - What is Bullying?
 - What does bullying look like?
 - How does bullying make people feel?
 - Where do people get bullied at your school?
 - What should be a classroom rule to help keep kids safe from bullying?
 - c. Present the poster to the class.
2. Give 20-30 minutes to finish the project.
3. It is helpful to have a sample poster for students to look at so they understand the expectations of the group work.
4. When students do presentations compare their answers to the information provided in the Table 1 Activity, you should check off points as they are made by the groups. At the end discuss with the class any of the points in the table not made by the groups.
5. Hang all of the posters in the classroom and compile all of the classroom rules established by the groups, and hang them up in the room as well.

C. Extensions and Adaptations

The Poster – “What is Bullying?” is provided to post in your classroom and remind students of the definitions.

You can also have students brainstorm information for each area as homework prior to activity and write it up.

You can also have students write a vignette about bullying including the above points.

Classroom presentations can be done by group, right after discussion or another day as another activity to continue the bullying discussion.

ACTIVITY 2

A. Materials Needed:

- Bus Cut Out (Attached)

B. Procedure:

1. Put Bus Cut Out on the board
2. Tell students, “Bullying can happen on the school bus. It is a place where students are stuck together and can’t run away if someone’s being mean. Let’s make up a story about someone being bullied on the bus.” *You can do this activity twice (once for a female and once for a male student).*
3. Ask the students the following questions:
 - a. What should our student’s name be? *(student can be either female or male)*
 - i. Example, “Lacy”
 - b. What is happening to *(student’s name)* on the bus?
 - i. Example, “Kids are teasing Lacy and taking her things.”
 - c. How does that make *(student’s name)* feel?
 - i. Example, “Bad, sad, scared; She doesn’t want to ride the bus anymore.”
 - d. Where would *(student’s name)* be sitting? *Put a mark on the bus where they indicate.*
 - i. Example, “All alone. Maybe in the front because she hopes that the bus driver will protect her.”
 - e. Where would the students bullying *(student’s name)* be sitting? *Put a mark on the bus where they indicate.*
 - i. Example, “In the back, then they can do what they want and the bus driver can’t see.”
 - f. *Indicate the rest of the bus area and ask:* What are all the other students on the bus doing? What could they do to help *(student’s name)*
 - i. Example, “Watching, they aren’t doing anything. They could tell the bullies to stop or tell the bus driver what’s going on, or else they could tell Lacy to not let it bother her and just ignore them. The other people on the bus could also invite Lacy to sit with them.”
 - g. What is the driver doing? What could the driver do to help *(student’s name)*?
 - i. Example, “Driving, they don’t know what’s going on. If they noticed that Lacy was sad they could talk to her after the bus ride and find out what’s going on. Or another student could tell the driver what’s going on and they could watch the bullies and make sure they don’t do it any more.”

C. Extensions and Adaptations

You can also give each student a copy of the school bus graphic and ask them to write on their own scenario on the back (answering the above questions) and draw where people are on the bus.

ACTIVITY 3

A. Materials Needed:

- Computers with Internet access
- Paper and pencil

B. Procedure:

1. Divide the class into pairs.
2. Have student pairs watch the video clip on bullies from the PBS Kids Web site:
 - *Its My Life*, URL: <http://pbskids.org/itsmylife/video/index.html>
3. After the video have each pair of students identify three key ideas from the video about bullying.
4. Have each pair share their responses with the class either through verbal reporting, writing on board, or hanging a sheet on the wall.

C. Extensions and Adaptations

You can also show the video to the class and then have students write a paragraph answering the question:

"What would you say about bullies if you were interviewed on the video?"

ADDITIONAL INFORMATION/ACTIVITIES

Additional information and activities for students in grades 4-6 can be found at the following websites:

- PBS Kids Anti-Bullying Information <http://pbskids.org/itsmylife>
- National Bullying Awareness Week <http://www.bullyingawarenessweek.org/>
- Stop Bullying Now <http://www.stopbullyingnow.com>
- CSUS Bullying Material <http://www.csus.edu/cbm>

Another good resource is:

The Bully: Discussion and Activity Story on Bullying by Rita Y. Toews
Book for elementary school children <http://www.thebullybook.com/Index.html>

TABLE 1 ACTIVITY

What is bullying?	<ul style="list-style-type: none">• Acts that hurt someone.• Acts that are done on purpose.• It's hard to make the bully stop.
What does bullying look like?	<ul style="list-style-type: none">• Physical (hitting, kicking, biting, throwing things, etc.)• Verbal (name calling, teasing, taunting, insulting, etc.)• Relational (gossip, exclusion or leaving people out, telling people not to be your friends, not letting you play).• Cyberbullying (mean text-messages or internet activity)
How does bullying make people feel?	<ul style="list-style-type: none">• Bad.• Sad.• Mad.• Anxious• Afraid• Hopeless• Like no one likes them• Like they don't want to come to school.
Classroom rules against bullying? *You don't need to include all of the rules, you should have 3-6 rules that you can post in your classroom.	<ul style="list-style-type: none">• Don't bully other students. Don't tease, call each other names or put downs. Don't shove, kick, punch or hit. Help others that are being bullied by speaking out or getting adult help. Try to include all classmates in our activities. Listen to other's opinions and respect differences.• Treat each other with respect and kindness.

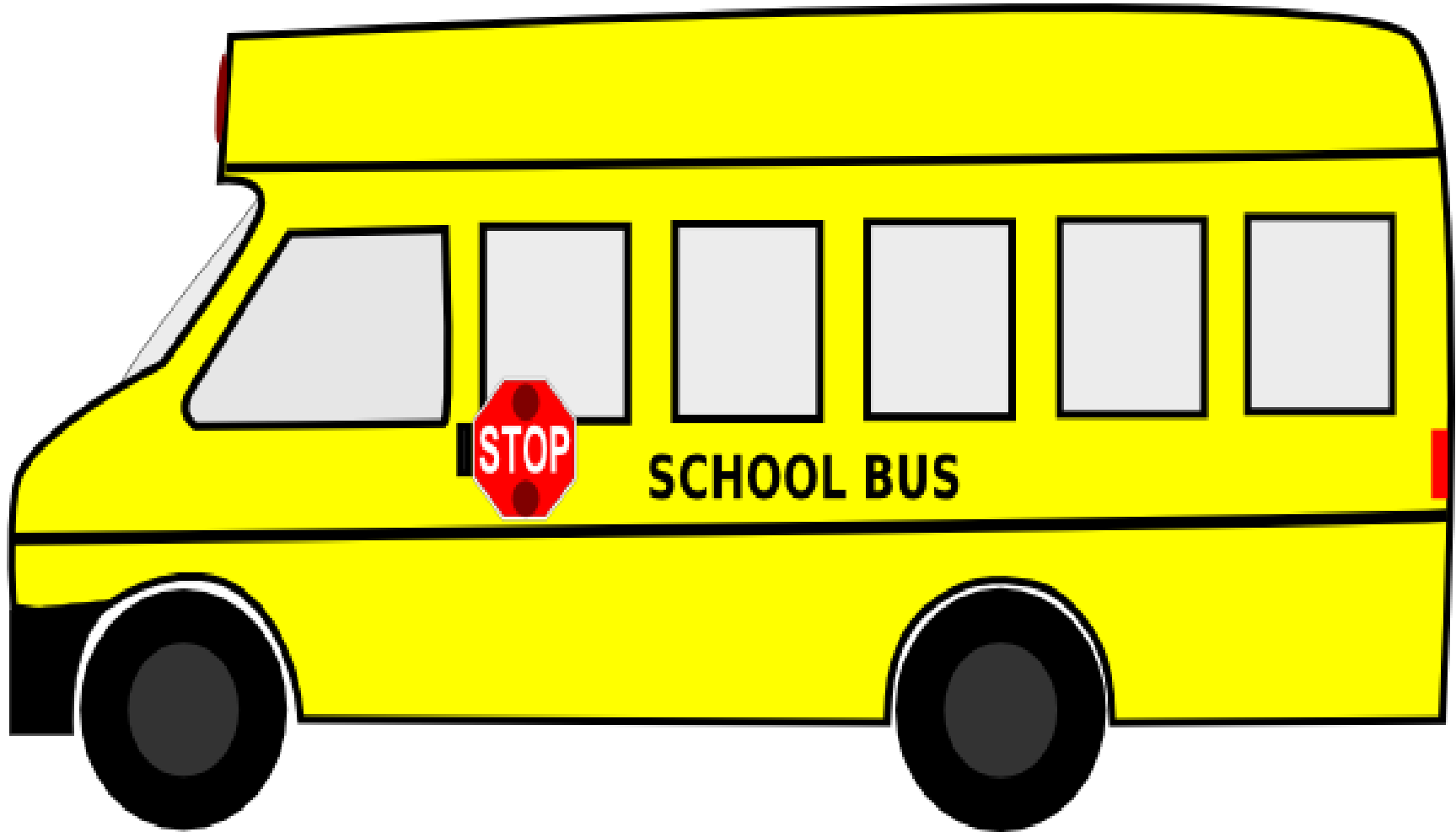
BULLYING IS....

- ❖ Something that makes you feel bad or hurts.
- ❖ Something people do on purpose.
- ❖ Something that is hard for the person being bullied to stop.
- ❖ Something that happens more than once.
- ❖ Something that no one should let happen at school.

BULLYING IS NOT...

- ❖ Happening when friends are just playing around and everyone is okay with it.
- ❖ Happening when equally matched kids fight.
- ❖ Happening when gang members fight.

BULLYING IS NOT OKAY!



Assessment - Module 1 Bullying 4-6

For each activity you complete in class please make a copy and fill out the following form. These forms should be submitted to your anti-bullying cohort team. Your feedback will help us improve the activities and evaluate the program.

DATE: _____ **ACTIVITY #** _____

GRADE: _____ **NO. OF STUDENTS** _____

Overall, how much did students enjoy the activity?

<u>Not A Lot</u>					<u>A Lot</u>
1	2	3	4	5	

Overall, how much did students learn about bullying?

<u>Not A Lot</u>					<u>A Lot</u>
1	2	3	4	5	

How do you know students learned about bullying? How did they demonstrate learning?

Tell us how much students knew about each of the following BEFORE you did Module 1 and AFTER you have done this activity.	BEFORE				AFTER			
	Not A Lot	A Lot	Not A Lot	A Lot	Not A Lot	A Lot	Not A Lot	A Lot
1. What bullying is...	1	2	3	4	1	2	3	4
2. The different forms bullying can take...	1	2	3	4	1	2	3	4
3. How bullying makes people feel...	1	2	3	4	1	2	3	4

Was there anything that came up during the activity that needs to be addressed:

What could be done to improve this activity in the future:

Additional comments: