

Lesson Plans 4-6

Bullying & Gender Harassment 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 and harassment are topics that need to be discussed on an ongoing basis. You will notice that each activity starts with a review of definitions.

I. Summary:

The purpose of these activities is to teach students in Grades 4-6 how to respond to bullying/gender harassment they see or experience. Through practicing responses and discussion situations students will build confidence and skills for preventing and intervening in bullying and gender harassment.

II. Objectives:

- Students will practice identifying bullying and gender harassment.
- Students will know how to respond when they are being bullied or harassed.
- Students will know how to respond when someone else is being bullied or harassed.

III. Activities

Activity 1

Identifying Bullying and Gender Harassment

A. Materials Needed:

- Create signs that say “Bullying,” “Gender Harassment” and “Respect”.

B. Procedure:

1. Review with students the following definitions (This is review from the Module 1 activities).

Definition of bullying: Bullying is when someone does something on purpose to make you feel bad or hurts you and it’s hard to stop.

Definition of gender harassment: Gender harassment includes unwelcome physical or verbal things done because someone is a boy or a girl that makes them feel uncomfortable.

Definition of respect: To give something special attention, to care about or be kind to someone.

2. Place on signs around the room the following: “Bullying,” “Gender Harassment” and “Respect”.

Read the following scenarios to the class and ask them to respond to each by going to stand under the sign of what category they think the situation falls under.

For each scenario ask some of the students in each category why they voted like they did and be sure to identify the correct category and why.

- a. When Ana sees Malik jumping rope in the school playground, she calls him names and points and laughs at him.

BULLYING: Ana is calling names and doing things that will embarrass Malik and make him feel bad.

- b. Tasha is one of the best athletes in 4th grade. But when she plays soccer, some of the boys tease her about the shape of her chest. Tasha feels like everyone is making fun of her and she tells her mom she doesn’t want to play sports anymore.

GENDER HARASSMENT: Talking about Tasha’s body parts and making fun of them is gender harassment.

- c. Rashid and Jenny give each other a hug each day when they get to school. They are good friends and they use a quick hug to say “hello and good morning.”

RESPECT: They are both okay with the hugs so it is not unwanted, and therefore not gender harassment. If one of them was uncomfortable with the hugs then it would be gender harassment.

- d. Kyle just came to the school for the first time. He met a group of boys. The group of boys said Kyle couldn't hang out with them and be their friend unless he drew a dirty picture and put it in Mina's desk. Kyle doesn't want to do it.

BOTH BULLYING AND GENDER HARASSMENT: GENDER

HARASSMENT: The group is gender harassing Mina by putting offensive pictures in her desk.

BULLYING: The boys are bullying Kyle by not letting him be their friend unless he does things for him and manipulating him.

- e. When Marie walks home from school some kids tease her about kissing boys. They say they are going to tell everyone at school that she will kiss anyone.

GENDER HARASSMENT: The kids are teasing Marie about kissing boys – this is gender harassment because it is unwanted and sexual in nature.

- f. A group of students wait at the edge of campus every day for Jose and as he passes by they grab his backpack, push him down, and kick dirt in his face. The kids tell Jose that they're going to hurt him more if he tells anyone.

BULLYING: The kids are bullying Jose, they are using physical bullying.

- g. Joanie is told by the “popular girls” that she cannot sit at their table at lunch. Joanie is mad so she tells everyone at the table where she sits to eat that day not to talk to the girls at the “popular table”, so Joanie's friends start avoiding the “popular girls” and leave them out of activities and discussions.

BULLYING: Joanie and her friends are bullying the popular girls by leaving them out of things on purpose.

- h. Damien is a class clown. He likes to flip up girls skirts when they walk down a hallway, sometimes he snaps girls' bras and makes them cry. He and his friends laugh about it. Everyone in the hallway sees what it going on.

GENDER HARASSMENT: Damien is harassing the girls by touching them in ways that they don't like and showing their panties and snapping their bras.

- i. Venisha's parents won't let her have a cell phone. The other kids in her class laugh at her and send each other text-messages with jokes and comments about her but say not to show Venisha. She feels bad being left out.

BULLYING: The class is bullying Venisha by sending comments over text-messages about her and by leaving her out on purpose.

- j. Every day when Harry is waiting to go to class, two older boys knock the books out of his hands and walk off laughing. Everyone sees it happen but no one says anything as Harry picks up the books.

BULLYING: The boys are bullying Harry by taking his things and embarrassing him on purpose.

Activity 2

Identifying Responses to Bullying and Gender Harassment

A. Materials Needed:

- Whiteboard or Chalk Board and chalk/pens.

B. Procedure:

1. Review with students the following definitions (This is review from the Module 1 activities).

Definition of bullying: Bullying is when someone does something on purpose to make you feel bad or hurts you and it's hard to stop.

Definition of gender harassment: Gender harassment includes unwelcome physical or verbal things done because someone is a boy or a girl that makes them feel uncomfortable.

Definition of respect: To give something special attention, to care about or be kind to someone.

2. Read each of the scenarios on the previous page. For each scenario ask students:
 - a. What type of bullying is being used?
 - b. Who is being bullied?
 - c. Who could help stop the bullying?
 - d. What are things these people could do?

Write the answers to question 4 in a chart on the board. Divide the board up into three sections, one for things the person being bullied can do, the person bullying, and the bystanders.

For example:

| Actions we can take to stop bullying and harassment... | | |
|--|--|--|
| The person being bullied | The person bullying | The bystanders |
| Tell the person you don't like it when they do that. Ask an adult for help Get support from friends Avoid places where bullying occurs. | Take a timeout when you feel angry. Find something else to do when you feel like bullying. Tell a teacher how you feel and ask for help. Walk away. | Stand up for your classmates. Tell the person bullying that we don't want that kind of behavior at this school. Do not watch or cheer. Get a teacher or adult if the person being bullied is in danger of being hurt. |

3. After you've made the list go back over it with students and ask for each one:
 - Is this an effective way of stopping bullying?
 - Do you think you could do this to stop bullying in real life? Why or why not?
4. At the end of the discussion reaffirm everyone's right to be in a safe school and their responsibility to take action to help keep it safe. For example, "Not all of these strategies will work for everyone; you will need to pick which ones work for you. Remember that everyone has the right to be safe at school and not be bullied or harassed. We all have a responsibility to help keep the school safe. These are some things we all can do to do our part."

Activity 3

Focus on Responding to Gender Harassment

A. Materials Needed:

- Large pieces of butcher paper
- Pens/marks and other writing supplies

B. Procedure:

1. Review with students the following information about gender harassment (This is review from the Module 1 activities).

Definition of gender harassment: Gender harassment includes unwelcome physical or verbal things done because someone is a boy or a girl that makes them feel uncomfortable.

Here are some examples of gender harassment:

- Pulling someone's pants down
 - Snapping someone's bra
 - Giving a "wedgie"
 - Name-calling or spreading rumors of a sexual nature.
 - Boys looking in the girls' bathroom
 - Girls looking in the boys' bathroom
 - Hugs or kisses that you don't want
 - Teasing someone about their private parts
2. Divide the class into teams. It is best to make the teams all one gender. Give each team a piece of butcher paper.

Tell students:

In teams we will be talking about why people use gender harassment against other people at school, why it's wrong, and what can be done to prevent it.

Ask students to write on their piece of butcher paper:

- Why do people engage in gender harassment against other people?
- Why is gender harassment wrong?
- What can be done to stop gender harassment from happening in the first place?

After the teams prepare their butcher paper, have them up them up around the room. Tell students to walk around the classroom and identify things that the papers have in common and things that are unique suggestions. Teacher should write these on the board/overhead.

Good strategies include:

- Tell harassing student that what they are doing is inappropriate and remind them of rules about respecting others.
 - Respond to taunts, insults, or teasing with a bland response like “That’s your opinion.”
 - Tell them you don’t like it when they are mean to you.
 - Tell them that you have the right for them not to touch you in ways you don’t like.
 - Report incidents of bullying to adults.
3. At the end tell students: *Gender harassment is a form of bullying. Nobody deserves to be harassed. If it happens to you tell the harasser to stop and get help from an adult.*

Activity 4

Identifying Bullying and Gender Harassment

A. Materials Needed:

- Space to do “role play.”
- Overhead Sheets for *Steps for Responding to Bullying* and *What to Do When Someone Else Is Bullied*

B. Procedure:

1. Review with students the following definition (This is review from the Module 1 activities).

Definition of bullying: Bullying is when someone does something on purpose to make you feel bad or hurts you and it's hard to stop.

2. Tell students today we are going to focus on standing up to bullies, like superheroes do. We will practice being our own superheroes.
3. Go over with students the following steps for responding to people bullying them. (Overhead sheet provided)

Step 1: Stand up tall and straight. (Like a superhero – it makes you feel strong.)

Step 2: Use a clear and strong voice. (Outside voice)

Step 3: Tell the bully to stop, identify what they are doing, and tell them that you don't like or it makes you feel bad. Remember it is OK to feel the way you do. Don't say you are sorry for the way you feel.

For example: “Stop doing that. I don't like it when you take my things without asking.” “Stop calling me names, I don't like it.” “Stop, don't make fun of me, it makes me feel bad.” “Stop poking me and pulling my hair, it makes me feel angry.”

Telling the bully to stop doesn't always work the first time, you might need to do it again and again. Just repeat yourself. Never try to scare or hurt the other person.

Step 4: Tell someone.

If the bullying continues after you ask them stop go to an adult and tell them what happened. You can do this for yourself, or you can do this for a friend if you see these things happening to them.

4. Role play.

Have students take turns being a person doing the bullying and the person being bullied (superhero in disguise). Have the “person bullying” stand there and take action against the other student and have the “Person being bullied” walk up to them and tell them to stop bullying them using the steps. The actions being taken by the bully should be assigned by the teacher so they are controlled and everyone in the class is aware of what is going to happen.

You can tell the bully to:

- Call them “sloppy” or “weird”
- Take their pencil and won’t give it back.
- Shove them (lightly).
- Laugh and point at them.

5. Being someone else’s superhero – Now we are going to discuss what to do when you see someone else being bullied. Saving someone else. You can ask students what they think superheroes would do to help others. Then, go over the options for intervening as a bystander:

- If you feel *safe stopping* the bully, remind them of the classroom rules for treating others and tell the bully to stop picking on the victim.

For example: Tell the person doing the bullying, “Stop it. Bullying people isn’t nice and the class has rules against it. You should treat everyone with respect.” Then help the person being bullied to walk away.

- If you do *not* feel safe stopping the bully – go get an adult to help.
- Act like a friend to the person being bullied who needs help and support.

6. Next repeat the superhero situations but this time have the bystander intervene. Have students take turns being a bully and victim and bystander. Have the “person bullying” stand there and pretend to do something to the “Person being bullied,” have the bystander walk up to them and tell them to stop bullying them using the above strategies.

7. At the end of the activity you should post both of the handouts in the classroom.

What to Do When I Am Bullied

Step 1: Stand up tall and straight.

Step 2: Use a clear and strong voice.

Step 3: Tell the bully to stop & that you don't like or it makes you feel bad.

Step 4: Get Help.

What to Do When Someone Else Is Bullied

Do not participate in bullying in any way.

If you feel safe confront the bully and remind them that bullying is not okay

Otherwise

Get help from an adult for the person being bullied as soon as possible.

Act like a friend to the person being bullied who needs help and support.

Everyone has the right to feel safe at this school!

Activity 5

Review Activity: Responding and Reporting

A. Materials Needed:

- Copy of “Getting Help” handout.
- A roll of toilet paper or pieces of scrap paper.

B. Procedure:

1. Review with students the following definitions (This is review from the Module 1 activities).

Definition of bullying: Bullying is when someone does something on purpose to make you feel bad or hurts you and it's hard to stop.

Definition of gender harassment: Gender harassment includes unwelcome physical or verbal things done because someone is a boy or a girl that makes them feel uncomfortable.

Definition of respect: To give something special attention, to care about or be kind to someone.

2. Go over “Getting Help” overhead with students. Tell students that sometimes people are afraid to get help for people being bullied or harassed because they don't want to “tattle.” Explain that there is a difference between telling and tattling:
 - Telling - Getting help for someone who needs it. Be sure to know who you can talk to if you are being bullied or harassed.
 - Tattling - telling to get someone in trouble. This is not showing respect.
3. Use a roll of toilet paper or else some pre-cut pieces of paper. Pass them out and have them take as many squares as they want. Do not tell them why they are taking the squares. Go to each student and give them a task from the list below, until everyone has one. Have them write as many answers to the task as they have squares of paper (toilet paper).

Tasks: For the following, each child needs to identify/name:

- Adults you trust, who you could tell about being bullied.
 - Things to do if someone is bullying you.
 - Examples of bullying behavior.
 - Ways to tell people you're mad at them without hurting the other person's feelings.
 - Reasons why people don't report it when they're being bullied.
 - What you should do if a student asks you to stop bullying them.
 - Adults you trust, who you could tell about being harassed.
 - Things to do if someone is gender harassing you.
 - Examples of gender harassment.
 - Ways to tell people they have hurt your feelings.
 - Reasons why people don't report it when they're experiencing gender harassment.
 - What you should do if a student asks you to stop harassing them.
4. After everyone has been given their task and asked to write the responses, collect all of the ones for each of the tasks and either (a) read them off, or (b) put them on the wall by question and have the students walk around and look for common themes in answers to each task. Be sure to go over these items and read each response:

Name adults you trust, who you could tell about being bullied.

Identify things to do if someone is bullying you.

Name adults you trust, who you could tell about being harassed.

Identify things to do if someone is gender harassing you.

Getting Help

Tattling Vs. Telling

Tattling is when you are going to an adult to get someone in trouble.

Telling is when you are going to an adult to get help for someone who needs it.

Telling is okay & everyone's responsibility!

When you see someone being bullied or harassed, take action by staying something or getting help by telling an adult.

Assessment - Module 5 Bullying and Gender Harassment 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?

Not A Lot

1

2

3

4

A Lot

5

Overall, how much did students learn about bullying/gender harassment?

Not A Lot

1

2

3

4

A Lot

5

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

| Tell us how much students knew about each of the following BEFORE you did Module 5 and AFTER you have done this activity. | BEFORE | | | | AFTER | | | |
|---|-----------|---|-------|---|-----------|---|-------|---|
| | Not A Lot | | A Lot | | Not A Lot | | A Lot | |
| 1. What to do about bullying/harassment... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 2. Where they can go to for help... | 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: