

## **Lesson Plans K-3**

### **Bullying Response Lesson Plan – Grades K-3**

#### **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 needs 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 K-3 how to report and respond to bullying 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 know how to respond when they are being bullied
- Students will know who to report bullying to if they need help.
- 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:

- Hand out *What to Do When I Am Bullied*

#### B. Procedure:

- a. 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 respect:** To give something special attention, to care about or be kind to someone.

- b. Tell students that bullying is a situation in which there are a lot of feelings involved. The bully is not expressing their feelings in a way that is respectful. The person who is being bullied will feel sad, angry, or scared. Remember it is important that we show respect for other people's feelings and space.
- c. Ask the following questions (review from Module 1)
  - a. What are the things you want to do when someone is being mean to you? (Common responses are, hit back, yell, push them, tell a teacher, say something mean back to them.)
  - b. Why don't we do things like yell, hit, or try to hurt their feelings? (It is important to respect other people even if they are being mean or disrespectful.)
- d. Tell them, today we are going to talk about ways to stand up against bullies but still show respect. Read the following items about responding to bullies, then ask students to take turns practicing each step as a class.

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 and tell them how you feel and that you don't like it. 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.

Step 4: Tell someone.

If you have tried asking the bully to stop and they will not stop even after you've asked more than once, tell a trusted adult and ask them for help.

- e. Post the overhead sheet in the classroom after the activity and show students where it will be.

### **C. Extensions and Adaptations**

You can ask at another time or after this activity the following role play questions (best for 2<sup>nd</sup> or 3<sup>rd</sup> graders). It is a good introduction to the other activities.

1. What could you say to someone who is bullying you?
2. What could bullies do to change their behavior?
3. What if someone told you that you were a bully, but you don't think you are? What could you do or say to them that would be respectful?

## **What to Do When I Am Bullied**

**Step 1:** Stand up tall and straight. (Like a superhero.)

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

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

**Step 4:** Get Help.

## Activity 2

### Reporting Bullying: Who Can I go to for help?

#### A. Materials Needed:

- Paper, crayons, markers.
- Ball, talking stick, bean bag or other “hot potato” item.

#### B. Procedure:

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

- It is important to tell someone you trust if you are being bullied and you can't get them to stop. You should feel safe at school and you should not have to feel scared or embarrassed because of bullying. Telling an adult about bullying is sometimes the best way to get them to stop.

- a. Who can you tell?

Need: Paper, crayons, markers.

- Give students a piece of paper and ask them to draw a picture of adults they can trust and who they could tell about bullying
- Have students label (individually or with help) who these people are
- Put the pictures up in the room.

- b. What to say?

Need: Ball, talking stick, bean bag or other “hot potato” item.

- Have the class form a circle
- Have students pass or roll the ball (or other item) to each other across the circle)
- When each student has the ball the instructor should read one of the following scenarios and ask them “Who could you tell and what would you say?”
- Repeat until everyone has a chance to answer.

Scenarios:

- At group of boys chases you and calls you names at recess. They keep doing it even though you have told them you don't like it and you want them to stop.
- A girl who sits behind you on the school bus always takes your backpack and won't give it back. You've asked her to stop but she won't listen and keeps doing it every day.

### **C. Extensions and Adaptations**

(What to say) For older students you can put the scenarios up on a laptop/overhead and have them write their responses in paragraph form.

Including:

- How would this make you feel?
- What would you do?
- Who could you tell and what would you say?

### Activity 3

#### Responding to Bullying: Putting Yourself in Their Shoes

##### A. Materials Needed:

- A piece of butcher paper with outlines of two pairs of shoes.
- Over one, write “I’m being bullied” and over the other pair write “I saw the bullying”.

##### 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.

2. This is a role taking activity to help students practice responding to bullies both as victims and as bystanders.

On a piece of butcher paper outline two pairs of shoes. Over one, write “I’m being bullied” (victim) and over the other pair write “I saw the bullying” (bystander).

Read the following scenarios to the students. Have the students come up in pairs of two and have them stand in the shoes.

##### Scenarios:

- A. A boy makes fun of you at recess. He says mean things to you in front of other kids (like the one here who is seeing it happen) and says things like you are stupid or chubby. It makes you feel sad.
- B. There is a boy who is picking on you on the playground. Every time he sees you he pushes you or tries to trips you. Your friend (the one who sees it happen) has seen him do this several times. He doesn’t do this to anyone else. You have had enough and want it to stop.
- C. You and your friend are playing a game. It is your turn. A girl in your class comes up and grabs it out of your hand. She says you’ve had it long enough and now she’s going to play with it, but you’re not done playing yet.

Have them respond as that person to the bullying in the scenario. To guide the activity, follow these steps:

- a. Get two students to come and stand in the shoes. Identify (a) who is being bullied, and (b) who is the one who is seeing it happen, for the students.
- b. Read the scenario. To the victim and bystander.
- c. Ask the one in the victim shoes “What would you do as the person being bullied?”
- d. Ask the one in the bystander shoes “What would you do if you were the one seeing it happen...”
- e. Write what they say on the board under the headings of “When I’m bullied...” and “When I see bullying...” Ask the rest of the class to add additional strategies.
- f. Look at the lists below and add anything that the students did not come up with on their list. Transfer the list of strategies to the back of the butcher paper and hang it in the classroom, under the heading *Things We Can Do About Bullying...*

#### STRATEGIES (VICTIMS)

- Respond to taunts, insults, or teasing with a bland response like “That’s your opinion.”
- Get away from the situation if you start to get angry.
- Say “No” firmly and loudly if you don’t want to do something that someone tells you. Stand up straight and look the person in the eye when you say it.
- Tell them you don’t like it when they are mean to you.
- Report incidents of bullying to adults.

#### STRATEGIES (BYSTANDERS)

- Tell the person bullying that we don’t like that type of behavior at our school. We want our school to be safe.
- Tell the person being bullied, “it’s okay”, take their hand and help them go to a teacher.
- Don’t watch or cheer for bullies.
- Go get an adult to help.



## Optional Activity

### Review Activity: Reporting and Responding to Bullying

#### A. Materials Needed:

- Requires: *Too Smart for Bullies* by Kahn & Chandler. [www.FHautism.com](http://www.FHautism.com)

#### 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.

2. You can read the book *Too Smart for Bullies* to students. It discusses what bullying looks like, how it can be handled, and who you can go to for help. Older kids can read the book themselves, but it is really geared toward K-1.
3. After you read the book, there is a quiz included to ensure that children have grasped the main concepts that can be done as a class discussion.
4. There is also a removable color sheet that can be used as an activity before or after reading the story.

### Assessment - Module 5 Bullying K-3

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?**

**Not A Lot**  
**1**

**2**

**3**

**4**

**A Lot**  
**5**

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

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Tell us how much students knew about each of the following <b>BEFORE</b> you did Module 5 and <b>AFTER</b> you have done this activity.	<b>BEFORE</b>			<b>AFTER</b>		
	<b>Not A Lot</b>	<b>A Lot</b>		<b>Not A Lot</b>	<b>A Lot</b>	
1. What to do when bullied...	1	2	3	1	2	3
2. Who to report to if being bullied...	1	2	3	1	2	3
3. How to help others who are bullied...	1	2	3	1	2	3

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

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

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**Additional comments:**