LESSON TITLE “SUPPORTING STUDENTS WHO HAVE BEEN BULLIED”

<table>
<thead>
<tr>
<th>Age/Grade Level</th>
<th>Elementary - Grades 4, 5, 6</th>
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<tbody>
<tr>
<td>Audience</td>
<td>Class Members</td>
</tr>
<tr>
<td>Total Time</td>
<td>3 class periods</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Lg. block paper or white erase board, markers, index cards and pencils</td>
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<tr>
<td>Overview</td>
<td>“Start the Conversation”</td>
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SECTION ONE: TITLE

Total time: 30-40 minutes

I: Topic One - “Bullying- What is it?”

Goal: Define Bullying (students may use standard dictionaries or their computers)

The most important element is for the tone to be calm and supportive set by the teacher in a guided discussion of the definitions found by students.

Activity Title-Student Involvement

Objective To give students the opportunity to share their ideas about what bullying is.

ACTIVITY INSTRUCTIONS: Distribute index cards and pencils, ask students to write in their own words what they think bullying is. When students have their opinions completed, ask for a volunteer scribe to write down all the ideas. Teacher will then show on computer overhead screen what the CDC and DOE professionals say bullying is. Bullying is an unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The effects of bullying are harmful and cause distress on the targets of bullying.

Have students look at their definitions and compare their words to the official definition.

Examples: Students may have offered the following: teasing, tricking, insulting, picking on, mocking, or tormenting as ways students are bullied. Collect index cards for next lesson.

DISCUSSION QUESTIONS:

• How: Ask the students to think about how bullying behaviors get started.
• What: Students will share where on campus bullying is taking place.
• Why: Have students think and then speculate as to why bullying is continuing to happen.
I: Topic Two – “Types of Bullying”

Goal: To identify 4 types of bullying

Teacher presents information on LED screen identifying Verbal, Social, Physical and Property Damage as the 4 types of bullying. Also, stating that bullying comes in 2 modes: direct and indirect. Direct bullying is when the target student is present on the scene and indirect is bullying when the target student is not present.

Activity Title – Continue the conversation with Student Involvement

*As in the first lesson the key to imparting this information is for students to talk and to be listened to, as they often have valuable insight to what is happening in their school setting*.

**ACTIVITY INSTRUCTIONS:** – Using index cards from the previous lessons have students work in groups to identify any of their ideas that may fit under the 4 types of bullying. Using a white erase board, a student scribe will list the examples under the matching headings.

Example: VERBAL includes *name-calling, threatening harm, saying or writing mean words.*
SOCIAL includes *leaving someone out on purpose, telling other students to shun someone else.*
PHYSICAL includes *pushing, tripping, bumping against, hitting, kicking, and rude hand gestures.*
DAMAGE TO PROPERTY includes *removing certain parts of property, completely damaging property and theft.*
Add these behaviors to the student’s ideas as listed earlier in the activity.

**DISCUSSION QUESTIONS Regarding CYBERBULLYING**

- How: Cell phones, tablets, social media sites
- What: Posting negative, harmful or false content about someone to cause humiliation
- Why: Use of cyberbullying is indirect bullying and does not allow the person being targeted to defend themselves. Cyberbullying content is persistent, permanent, hard to notice and has delayed intervention.
I: Topic Three - “Ways to Support Target Students Who Have Been Bullied”
30-40 minutes

Goal: To use resources to help bullied students to change their situation and to process their feelings.

Using the white erase board, teacher lists the help that is available for the direct mode being used on bullied students by starting with the immediate audience, the Bystanders. With direct and indirect bullying there will be witnesses about 80% of the time and a bystander can prevent and intervene on the behalf of the targeted student. Bystanders support the bullied students by telling a trusted adult and often telling more than one adult assures some type of intervention. Bystanders can help the targeted student to get away from the situation by interrupting the scene and leading the student away from the audience. Bystanders can speak up and say this is not funny and by setting a good example regarding bullying in general. Bystanders are also important in seeing cyberbullying and can report it to school authorities and encourage the targeted student to tell their parents and the school counselor about what is happening to them.

Activity Title- Student Involvement/ Stage a short play demonstrating Bullying

Objectives: To give students space and time to share what really happens at a bullying incident around the school campus

ACTIVITY INSTRUCTIONS: Encourage 7 or 8 students to volunteer to enact a scenario that might have taken place where someone has been bullied. Allow for realistic re-enactment. Give the volunteers some time to plan with the inclusion of a Bystander or two! As educators, we may have not experienced bullying as it plays out today. As always, let the students talk and watch and listen to what they are showing you. Ask students to avoid examples of actual hitting or pushing of the targeted student and to bleep out inappropriate language knowing that the audience will be able to fill in the actions and words having witnessed it themselves when bullying has occurred.

Examples: The re-enactment may show a case where the Bystanders were able to step up and intervene, or a scene when no one said anything. The students may also act out their experiences with reporting bullying to other adults. Given the opportunity, students may allow themselves to tell their own story or that of a friend.

DISCUSSION QUESTIONS:

- How to help a bullied youth is for parent involvement to begin by being aware of behavior and mood changes that appear to be something more than usual developmental stages. What parents can do to prepare a meeting with the school to work the problem out.

- Why it is important for the bullying to stop and for prevention programs to be in place to insure a safe learning environment.