**UNIT: Bullying Prevention Grade Level 3-5**

**ACTIVITY: Are you Standing By or Standing Up? Lesson 4**

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Standards: A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.

B: Students will make decisions, set goals and take necessary action to achieve goals.

Competencies PS:A.1 Acquire Self-knowledge

 PS:A.2 Acquire Interpersonal Skills

 PS:B.1 Self-knowledge Application

Indicators: PS:A1.6 Distinguish between appropriate and inappropriate behavior

 PS:A2.3 Recognize, accept, respect and appreciate individual differences

 PS:A2.6 Use effective communication skills

 PS:B1.3 Identify alternative solutions to a problem

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Materials:

* String (optional)
* *Say Something* by Peggy Moss (3rd)
* *The Juice Box Bully* by Bob Sornson and Maria Dismondy (4th)
* *Nobody Knew What to Do* by Becky Ray McCain (5th)
* The “Agree? Disagree?” Activity sheet from Sunburst Visual Media. (3rd-5th)

Related Materials:

* “When You See Bullying Happen: What a Bystander Can Do” from Learn360
* There are other activity sheets found at http://webapps.monroe.edu/technologyservices/multimedia/guides/3516.pdf

Vocabulary:

* Bystander – Someone who instigates, encourages, or watches bullying happen.

Gathering:

Make a live life-size Venn Diagram (make two large, intersecting circles on the floor out of string, chairs…) You could also do a variation of this on the Elmo, by putting their initials in the circles. Tell students you are going to ask them some questions and you would like them to be honest. You won’t be upset with their answers. Ask students the following questions: “If you have seen bullying stand in this circle.” Point to one of the circles. “If you have been part of a bullying situation (meaning you were a bystander and watched bullying happen, or took part in bullying someone), stand in this circle.” Point to the other circle. “If you have done both, go to the intersecting part of the circle. If neither apply to you stay seated.” Now ask students a different series of questions: “If you feel comfortable being nice to someone getting bullied stand in this circle”. Point to a circle. “If you feel comfortable telling an adult when someone gets bullied stand in this circle”. Point to the other circle. “If you feel comfortable doing both, go to the intersecting part of the circle. If don’t feel comfortable with either please sit down”.

Review Agenda/Before the Lesson:

Have everyone go back to their seats. Review what someone can do when they get bullied, from the last lesson. Tell students today they will be learning about how to stand up for others that are getting bullied. Remind them of the word “empathy” and the importance of identifying or understanding how someone feels when they are bullied.

During the Lesson:

Read the appropriate book for your grade level, using reading strategies.

After the Lesson:

Discuss the book you read and the various ways to stand up to bullying: stand up for others, help others by befriending the target, help the target walk away, and get an adult.

Checking Out What You Learned/Assessment:

Hand out the “Agree? Disagree?” Activity Sheet. Have students complete the 7 questions and then compare their answers with a partner or small group. If time, the class can go over some of the answers. Third grade may want to do it together.

**Optional:** Have students recite “The Promise” found at the end of *The Juice Box Bully* book.

*The Promise*

*I will speak up instead of acting as a bystander.*

*I choose to participate in activities that don’t involve teasing.*

*I forgive others if they make poor choices.*

*I model good behavior.*

*I accept others for their differences.*

*I include others in group situations.*

*I will talk to an adult when there is a problem I cannot manage on my own.*

*I am powerful in making a difference in my school.*

You can also divide your class into 8 groups and have each group take a different line to the above promise and design and decorate a poster of that part of the promise.

Closing:

“Thumbs up if you are comfortable doing one of the strategies to help someone being bullied. Stand up if you are willing to try one of these strategies the next time you see bullying. Great job! Let’s stand up against bullying behaviors.”

Reflective Questions:

*What did my students gain from this lesson*?

*How did it impact their thinking, attitudes and abilities*?

*What things did I do well*? *How did I know?*

*In what way did the strategies I used enhance learning*?

 *How does my assessment meet my lesson objective*?

Notes:

