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Accepting Differences in Others

Time Duration: 40-60 minutes

Materials: Chart paper, internet access, markers, paper, pencils

<http://www.storylineonline.net/enemy-pie/>

Objective: Students will learn what acceptance means and talk about ways they can show acceptance to others.

Anticipatory Set: Have any of you ever not been friendly to someone because you thought they were "weird". It is OK if you have. Everyone has done it. We are more comfortable being around people we understand. But did you know that we are really missing out by not being nice and accepting to others who are different than we are? (Teacher gives a personal example of a time when they gained by knowing someone different). Now, I want you to think of someone who is different than you. Tell me how are they different? (Chart on chart paper).

Discuss the qualities kids list. Then ask, have you ever not liked someone just for no reason? I think we all have. This is what happens to Jeremy in the story we are going to watch today.

Direct Instruction: Before we watch the story, I want to tell you what acceptance means: It means being OK with someone no matter what they look like or what they do.

Guided Practice:

Watch the story ENEMY PIE

<http://www.storylineonline.net/enemy-pie/>

- What was Jeremy's attitude at the beginning of the story?
- What made Jeremy change his attitude and be accepting?
- What was Jeremy's attitude at the end of the story?

Independent Practice: In pairs, I want you to tell your partner about a time when you were not accepting. If you were in the same situation again, what would you do differently? (Teacher can select one or two people to share out; discuss)

Closure: How has your attitude changed toward people who are different than you?

Assessment: Students will write a short story about how being accepting is a positive thing to do. Illustrate.

Being a Leader

Time Duration: 30-40 minutes

Materials: Chart paper, markers, paper, pencils

Objective: Students will identify characteristics of being a good leader.

Anticipatory Set:

Can you think of people you know or know about who are leaders? Who are they and what do they lead? (Chart answers). What kind of characteristics do they have? (List the characteristics on the chart).

Direct Instruction:

Being a leader is not always so simple. Here are some things a leader has to do:

- Take on a lot of responsibility.
 - Lead and guide a group (not tell them what to do).
 - Listen to everyone's ideas respectfully.
 - Work with other people, be in charge, lead a vote of the group
 - Be fair, clear, and not be bossy.
1. Do you think it is easier to be a leader or a follower? Why? (Answers will vary.)
 2. What does a leader need to know about the people they are leading? (people's skills, what they think).
 3. How does a leader deal with everyone in the group having a different idea about something? (Listen to everyone, list pros and cons, vote)

Guided Practice:

Let's practice: Which of these sounds like a good leader?

1. "OK guys, the teacher said to work in a group to finish the math problems. Sean, you do them and tell me when you are done. (Not a good leader, bossy, not delegating work.)

2. "OK everyone, we have to perform this skit our teacher gave us. First we can read through it together so we know what is going on. Then we can pick parts and then we can practice. Is that OK with everyone?"
(good leader)
3. "I'm not sure what we should do for the poster. Just do whatever."
(not a good leader)

Independent Practice: Place students in groups of 4. Have students count off 1-4. (Teacher decides what number will be the leader for the group). Come up with 4 scenarios like the ones we practiced and tell why it is an example of a good leader or not. Repeat with different leaders. Select groups to share their scenarios.

Closure: What does it mean to be a leader? How is it different from a bully?

Assessment: Students will write a paragraph about a leader of their choice telling why that person is a good leader.

Building Self Esteem

Time Duration: 20-30 minutes

Materials: Chart paper, internet access, markers, paper, pencils

Objective: Students will complete self-esteem building activities.

Anticipatory Set: Ask: How many of you have ever heard the term "self-esteem"? "What do you know about it?" (chart responses on chart paper). Do you think this is something we can control? Something you can do something about? Or do you think you are born with it? Why or why not? Discuss

Direct Instruction:

Did you know that most people who bully have very low self-esteem? This means that they do not think very much about themselves at all. In fact, they probably hate themselves. So, if you have been bullied, the person doing it to you feels worse about themselves than you do. It is sad. It is important that each of us understand how good we really are and not to be too critical of ourselves.

Watch this video made by a British teen girl and do what she does to help herself. NOTE: She has a British accent, so students may need to watch twice if they are not British.

<https://www.youtube.com/watch?v=5bPJeWFuksA>

Teacher: Ask for volunteers to share about one thing they wrote on their list of things they did not like about themselves. How do they feel ripping it up?

Guided Practice:

Often, if we look inside our heads, we notice that many of the thoughts we have about ourselves are bad or negative. We are "too" this, or "too" that".

These kinds of thoughts add up and can make us feel like we are not worth much.

Take a moment and think about how you think about yourself when:

- You are getting ready for school
- You look in the mirror
- You do school work
- You are playing sports/music
- You are with kids your age

Did you notice that some of your thoughts are not so nice?

(Ask for a volunteer to share one of their negative thoughts. If no one volunteers, make up your own).

Ask for 2 students to come up with you and role play a game called "CANCEL THAT":

Have the student say "I am not good enough to try out for sports". Then the other student says "Cancel That!" Reverse roles.

Independent Practice:

In pairs students will play a game. Students take turns telling a story about something they tried to do (like play the piano, draw, babysit, dance, ask someone out). If the student says anything negative about themselves, the other student has to say "Cancel That!"

Points are earned by:

1. Not saying anything negative about yourself for the whole story.
2. Saying "cancel that."

Closure: Tell your partner one good thing you like about yourself.

Assessment: Students write a paragraph about how they can work on keeping their self-esteem high.

Bullying and Conflict: What's the Difference?

Grade Level: 3-7

Time Duration: 40-60 minutes

Materials: Chart paper, internet access, projector, markers, paper, pencils

Objective: Students will provide definitions and examples of bullying and recognize its harm. Students will know what conflict is and how it differs from bullying.

Anticipatory Set: Ask:

- How many of you have ever heard the term "bullying"? What do you know about it? (chart responses on chart paper).
- What feelings do you have when you think about the term "bully"?
- Are these feelings we want to spread to others? Why or why not?
- What about the term "conflict"? Have any of you heard this word? What do you know about it?

Watch this video: <http://pbskids.org/itsmylife/video/index.html>

Direct Instruction: 1. Teach Vocabulary

Vocabulary: bullying

- Premeditated
- Blames the person bullied
- Repeated over and over
- Bully wants to be in control
- Bully wants to take power and possessions
- Bully does not try to solve the problem

Conflict:

- Not premeditated
- Both parties take some responsibility for the problem
- Happens once in awhile

- No one is trying to control the other
- No one wants to take possessions
- Both people try to work it out

Premeditated: to plan to do something in advance

2. Explain that there is a big difference between a conflict and bullying. Conflict is something that happens, it is unavoidable. Bullying does not have to happen.

3. Give an example of each:

CONFLICT: Two students argue about who can use the computer. (only happens once, neither is trying to possess or take power)

BULLYING: Student A pushes student B out of the computer chair every day. A says that B is too stupid to use the computer. (happens over and over, power and possession are key issues)

Guided Practice:

Teacher reads scenarios and students determine if it is bullying or conflict.

Discuss the reasons for the answers.

- Taylor is friends with Sarah. Today they had a fight about borrowing a video game. Taylor is mad and Sarah is avoiding Taylor. (Conflict)
- Janice follows Katie home afterschool 2 or 3 times per week and taunts her, calls her names and says that she will never be a popular girl because she is too ugly. (Bullying)
- Bobby sneaks up behind Sean during passing periods and whispers that Bobby is "going to get him" for what Sean did last year at the dance. This has been going on for months. (Bullying)

Independent Practice: In pairs, students write own scenarios, one for conflict and one for bullying. Teacher selects group to read their scenarios and explain why they think it is conflict or bullying. Class will discuss, amend or correct.

Closure: Tell your partner 3 things you learned in this lesson.

Assessment: Students will write a paragraph explaining the difference between conflict and bullying.

Controlling Emotions

Time Duration: 20-30 minutes (This lesson really can take at least two sessions. There is a lot of vocabulary)

Note: This lesson can be done over and over. The Stop Think Breathe App is personalized for each person who downloads it, based on how they answer the questions each time they use it. Students will need to know a lot of "feeling" vocabulary.

Materials: Chart paper, markers, paper, pencils iOS App Stop Breathe Think App, and speakers for your iPhone so class can hear one of the meditations from the App, iPads and headsets for each student.

stopbreathethink.org
www.toolsforpeace.org

Objective: Students will identify emotions and learn strategies to control them.

Anticipatory Set:

When someone you trust, like your parents or a good friend asks you how you are, what do you say? Do you usually just say "fine" or "Ok"? It is important to use different words to describe how you are feeling. When we can talk about how we feel, we can control our behavior so we do not do negative or mean things to others.

Let's start by seeing how many feeling words you know.
(Chart)

Direct Instruction:

Positive Emotions	Negative Emotions	Negative Emotions
Appreciative	Nervous	Afraid
Content	Worried	Hurt
Glad	Lonely	angry
Encouraged	Jealous	Judgmental
Grateful	Envious	Resentful
excited	Embarrassed	vulnerable

Explain what these words mean, and see if the students mentioned the same or a similar word. (If you are short on time, select 3 or 4 words only).

Guided Practice:

Sometimes, it is really useful to sit quietly and think about how you feel. We are going to listen to a talk where you think about how you are doing (teacher can pick any of the meditations from the Stop Think Breathe APP...there are dozens to choose from).

Independent Practice:

Students listen to their own Stop Think Breathe meditation. Each student can download the App for free, sign in, and keep track of their progress.

Closure: Thinking about how we feel helps us to prevent doing things we will regret; like bullying.

Assessment: Write about a time when you felt_____.

What is Cyber-bullying?

Time Duration: 20-30 minutes

Materials: Chart paper, internet access, markers, paper, pencils

Background for teachers.

http://archive.adl.org/education/curriculum_connections/cyberbullying/internet%20safety%20strategies%20for%20students.pdf

Objective: Students know what cyber-bullying is and what to do about it.

Anticipatory Set: Ask: How many of you have ever heard the term "cyberbullying"? "What do you know about it?" (chart responses on chart paper). What should you do if it happens to you?

Direct Instruction:

Cyber-bullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites¹.

We are going to watch a short video about CyberBullying:

<https://www.youtube.com/watch?v=IN2fuKPDzHA#t=63>

Keep track of what they tell you to do if you are cyberbullied.

Guided Practice:

Cyber-bullying can happen via email, text, chat, and during online games.

What were the things they told you to do in the video?

1. Do not respond to bully emails or texts.
2. Keep copies of the messages as evidence. Print screen if you have too.
3. Change your phone number, screen name.
4. Talk to the people bullying you online. This usually stops it.
5. Tell an adult if you need help or are not sure what to do.

¹ www.stopbullying.gov

Independent Practice: Place students in groups and give them one of the scenarios found here:

<http://globaldigitalcitizens.weebly.com/role-playing-assignment.html>

Students discuss what the students in the scenario can do.

Closure: What can you do if you are cyber-bullied?

Assessment: Students write a paragraph about what cyber-bullying is and how to respond to it.

From Bystander to Defender

Grade Level: 3-7

Time Duration: 20-40 minutes

Materials: Chart paper, internet access, markers, paper, pencils

Objective: Students will understand what it means to be a bystander and list things they can say to stop bullying.

Anticipatory Set: Say: "Raise your hand if you have ever heard the expression "please stand by". Good. What do you think that means?" Chart answers. Say: "Now, what do you think a bystander is? Can you give an example? Are there times when it is best to be a bystander? Why? Are there times when you should not be a bystander? Why?" Chart answers, discuss.

Defender: A defender is someone who helps (usually by giving money). But when you are a defender for a victim of bullying, you are giving emotional support.

Direct Instruction: Say "When bullying happens, often there are bystanders; people who see the behavior but do not know how to stop it. They do not like seeing someone being bullied, but they are scared or not sure what to do. Would you believe me that stopping bullying can be as easy as simply telling the bully to stop? It's true. Sometimes it is that easy".

Watch video: As you watch this video, think about what the girl does to stop bullying?

<http://www.stopbullying.gov/videos/2013/04/be-the-hero.html>

Guided Practice:

One thing the girl in the video has is confidence. She believes that what she is doing is right. Having this confidence is more powerful than anything else. She also uses a little bit of sarcasm "really? Guys?". So now, we are going to work on telling bullies to stop with confidence.

"Okay _____ , you can stop now. It isn't funny anymore". Turn to your partner and say this as firmly and confidently as you can. Believe it.

Now try this one:

"Don't do that to _____". It is not OK".

Independent Practice: In groups, students will create a short skit with 3 people (bully, victim, bystander). Groups will present to class. Class will talk about what went well, and what could be improved (if anything).

Closure: Write down a simple sentence you will say to a bully to get them to stop bothering someone.

Assessment: Students will write about a bullying experience they have witnessed and tell what they would have said as a bystander to the bully.

How to Confront a Bully: Taking the Power Away

Time Duration: 20-30 minutes

Materials: Chart paper, internet access, markers, paper.

Objective: Students will learn scripts needed to confront a bully.

Anticipatory Set: Most kids/people are bullied at some time or another. But most of us do not think to try and confront the bully. Or if we do, we start a physical fight, and that is no good. Take a moment and think: What are some things you may do to confront a bully? We will make a list, and then talk about whether it is a good idea or not and why. (Chart all the ideas kids have. Do not judge them. You can say something like, "That is something I would think about too".)

OK...we are going to watch a short video. In the video, 2 people are bullied. I want you to keep track of how the victims deal with the bully. What do they say, what is their body language?

<http://www.stopbullying.gov/kids/webisodes/josh-lunch-with-raven-milton.html>

Direct Instruction:

Bullying is about power. The bully wants to control the victim in some way. What power did the bullies have in the video? (Students should say something about how the bully controlled something important to the victim, like lunch or new shoes)? How did the victims react? What kinds of things did they say? (Students should answer that the victims emphasized how important the items were to them).

When you show that the bully is really bothering or upsetting you, then you are giving the bully power. Even though it can be really hard, you have to act like you are not concerned about what they are saying or doing. We are going

to practice some things that you can say or do to help prepare you to confront a bully when it happens to you.

Guided Practice:

Let's look at some scenarios and practice what we can say.

Scenario One: Bully: "Hey, you are such a dorkhead!" Victim: "Do you have a picture of that? You seem to know what one looks like."

Scenario Two: Bully: "Did anyone ever tell you how fat you are?" Victim: "My Mom's a great cook. What can I say?"

Scenario Three: Bully: "Hey! Only sissies play the cello." Victim: "Really? I do not want to ask how you know they are sissies?"

Scenario Four: Bully: takes a photo of the victim's family from their locker and starts throwing it back and forth to his friends saying "Aw...the baby has a picture of his mommy and daddy". Victim: "You can keep it since you seem to think it is so great."

Notice that in each of these scenarios, the victim does not give away any power by saying how hurt they are or by shrinking away.

Independent Practice:

Place students in pairs and assign each one of the 4 scenarios and allow them to practice role playing. Give time for each student to be a "Bully" and "victim". If time, assign different scenarios again.

Ask one or two pairs to act out their scenario and discuss the script they thought of to say.

Closure: Remind students that bullying is all about power and control. Take these away from a bully, and they will go away.

Assessment: Have pairs of students think of an original scenario and write a script like the Guided Practice part of this lesson. Act out for the class, or for other classes of students.

When is Immitation Okay?

Time Duration: 20-30 minutes

Materials: Chart paper, markers, paper, pencils

Objective: Students will provide examples of imitation that is appropriate and imitation that is bullying.

Anticipatory Set:

Imitation is when something is made to look like something else. Can any of you do an imitation? Maybe of a teacher here at school, or a famous person? (tell kids it is OK to do the imitation for this lesson). Select a student to do an impersonation.

Direct Instruction:

There are many funny people who can imitate others and it makes us laugh. When you imitate a teacher, you usually do it when they are not around. When you imitate others in front of them and their friends, it can be very mean. When it is mean or intended to make fun of people in a bad way this is a kind of bullying.

Let's look at some examples:

- Suppose there is a student who has a disability and struggles to walk. If you walk behind them and exaggerate the different way they walk, do you think this is a good kind of imitation? Why or why not?
- What if a student starts coming to school very neatly dressed and says "I want to look like Michelle, she always looks so nice." Is this a good or bad kind of imitation? Why or why not.

Guided Practice: Put students into groups of 4. Give each group a scenario. Some will be bad (bullying) and some will be acceptable imitation.

- Imitating a student who stutters
- Imitating a student who gets good grades

- Imitating a student who is not the best singer.
- Etc...

Have each group decide if the imitation is bullying or not and tell why.
(Feelings are hurt, intention is to be mean, it is embarrassing etc.)

Independent Practice: In pairs, students will tell their partner about a time when they imitated someone in a bad way. Then tell about a time they imitated someone in a good way.

Closure:

Imitation can be a very good thing. But when it is intended to be mean, it is bullying.

Assessment: Students write a paragraph about the difference between appropriate and inappropriate imitation.

Improving Your Self-Esteem

Time Duration: 20-30 minutes

Materials: Chart paper, markers, paper, pencils, tape (or Post-it Notes).

Positive Note Game found at:

<http://www.kidsplayandcreate.com/positive-notes-game-self-esteem-character-building-activity-for-kids/>

"Why I am Great" Worksheet: Attached

Objective: Students will learn to see the good qualities they have.

Anticipatory Set:

Take a sheet of paper and write down everything you do not like about yourself. (If students do not know what to write, you can offer suggestions like "I am not a good speller".)

- Once students have written everything down ask them to rip up the paper and throw the pieces away.

Tell them you want them to forget all these bad or negative thoughts. Put them in the trash where they belong.

Direct Instruction:

Self-esteem is how you feel about your own worth. Do you think you are worth knowing? Worth being nice to? Worth helping?

Self-esteem is very important. Psychologists and doctors tell us we need to always focus on what is good about us.

Guided Practice:

For this lesson you are each going to fill out the "Why I am Great" Worksheet.

Discuss some of the answers students write.

Independent Practice:

Play the Positive Note Game

Closure: Self-esteem is how worthy we feel and it is important to have high self-esteem.

Assessment: Write a paragraph about what good things you learned about yourself in this lesson today.

Why I am Great

Name _____

Date: _____

1. Three subjects in school I am pretty good at are:

-
-
-

2. My friends like me because I _____ and _____.

3. Three people who care about me are:

-
-
-

4. Two people who have helped me are:

-
-
-

The reason I am a good friend is

Inviting People Into Your Group

Time Duration: 30-40 minutes

Materials: Chart paper, markers, paper, pencils

Objective: Students will practice polite ways of inviting people to their group.

Anticipatory Set:

- How would you feel if you were in a new town, school, or both and you did not know anyone?
- If you saw a new person, what could you do to help them feel more welcome?
- Why can it be difficult to invite someone who is not popular or who is different into your group? Would you feel embarrassed? Why? Why not?

Direct Instruction:

One reason some people bully others is because they do not feel like they belong. Many people feel like they do not belong even if they do not bully. Some people do not know how to make friends. When you see people like this, it is good to try and invite them into your group. Doing this is not too hard, and it can be really simple. But it does take some practice. So today, I am going to show you how to invite someone into your group of friends.

(Ask for a volunteer)

Teacher: OK, you (volunteer) are going to pretend to be the new kid. And I am going to say a couple of things to you. You tell me which one makes you feel more welcome. Ready?

Let's pretend that we are at the lunch tables, and you are sitting all alone because you do not know anyone.

1. Teacher: Hey, I know you are the new kid. I got in trouble, and so I have to ask you to sit with us, or else I can't have recess. So....will you sit with us?
2. Teacher: Hi, my name is Carrie and you are in my class. My friends are eating at that table over there, do you want to come and join us?

Which situation made you (volunteer) feel most welcome? Which one was polite? Why?

Guided Practice:

In pairs, students write one polite invitation to a group, and one invitation that is rude, or not so friendly. The situation is: Asking someone to play with your group at recess.

Have one or two pairs act out their two invitations and discuss why one is better than the other.

Independent Practice:

In groups of 3 or 4 students create their own situation for asking (politely) someone new to join their group. Everyone in the group must have at least one line to say. Perform their skit for the class. Discuss.

Closure: It can be difficult to ask someone to your group, but you and the new person will be glad you did.

Assessment: Write a paragraph about a time when you were invited to do something. How did you feel being invited?

Kidding vs. Teasing: What's the Difference?

Time Duration: 20-30 minutes

Materials: Chart paper, markers, paper, pencils

Objective: Students will provide definitions and examples of kidding and teasing and be able to identify the difference.

Anticipatory Set: Today we are going to start with some vocabulary:

- kidding (v) to engage in good humored fooling.
- teasing (v) to engage in hurtful fooling

Have you ever experienced either one of these? Tell us about it. (Chart responses).

Direct Instruction:

An example of kidding might be when a student says "Did you bring your book report. The teacher is collecting them today." But in reality, the book report is not due. (This is just kidding around, in good fun. No one is hurt).

An example of teasing might be a student asking "Hey, do you think that if you get just a little bit fatter, you could bust this brick if you sat on it?" (This is a mean thing to say, and feelings are going to be hurt).

Guided Practice:

I am going to tell you some situations and we will discuss if it is kidding or bullying (teasing).

- Friends laugh at a joke together (kidding)
- Mimicking another student's accent or speech (teasing)
- Making fun of someone's haircut (teasing)

- Saying "Hey, you got your ears lowered" to someone who just got a haircut (kidding).

Often, what starts as kidding, can turn into teasing.

For example, students are laughing at a joke, then one student begins to make fun of how another person laughs.

Independent Practice: In pairs, list three things that are kidding and explain how they could turn into teasing. Select one or two to role play for the class. Discuss.

Closure: The difference between kidding and teasing has to do with a mean spirit. Be sure to always be good humored.

Assessment: Students will write a paragraph explaining the difference between kidding and teasing and providing an example of each.

How To Stop Name Calling

Time Duration: 30-40 minutes

Materials: Chart paper, internet access, markers, paper, pencils

<http://www.adl.org/assets/pdf/education-outreach/Taking-a-Stand-color.pdf>

Objective: Students will learn and practice ways to stop name calling.

Anticipatory Set: Do you agree with the saying "Sticks and stones may break my bones but names will never hurt me?" Chart answers and discuss. (Student will likely say they agree because they have been told this).

"I agree in a way, but sometimes, people can really make me feel bad when they call me names. It is not the same as breaking an arm, but it still hurts".
"Everyone gets called a name once in a while. But when someone gets called names too often, it is very harmful".

There are ways that you can stop people from calling you and other people names.

Direct Instruction:

When you hear another student calling someone names there are things you need to remember:

- Stop and think before you do anything. Think about how much danger the person is in. Are they about to be physically hurt? Would you be hurt if you confront the bully right now? Will his/her friends gang up on you?
- Decide if you need to intervene right now, or you can talk to the bully later. Not everything has to be done right this minute. If no one is getting physically hurt, you can talk to the bully alone later about what you saw. Then you can talk to the victim too and tell them that you do not think what happened was OK.

- Get an adult if you possibly can to stop dangerous behavior. If you think the situation is too dangerous for you, get an adult to stop it right now. If you cannot, tell an adult who can talk to the bully later. Be sure to let an adult know.
- Think about what you can say:
 - a. "Why did you say that? That was really mean."
 - b. "Cut it out, using language like that is not a joke."
 - c. "I do not like to hear that name, it is really upsetting to me. Stop it."

Guided Practice: Go over each scenario and think about what the best thing to say may be, (or say nothing and get an adult right away).

1. Two girls call another girl "fatso" every morning at breakfast. (a) or something similar
2. Two girls push another girl down and say "Hey fatso, try to get up now. Oh, are you too fat?" (get an adult, there is danger).
3. Two girls call another girl a "stupid fatso pig" (c) or talk to the bully later.
4. A boy tells another boy "I'm gonna get you after school." (b) and/or talk to the bully later.

If you talk to a bully later on, here is what you can say:

- I heard you say _____ to _____. That is bullying and it is not OK. Stop it.
- Why are you so mean to _____? You are really upsetting them and it is not right.

If you talk to the victim later on, you can say:

- I saw what happened to you. That is not OK and I talked to _____.

Independent Practice: Students work in pairs to write their own scenarios and appropriate responses. Teacher can select some to share out.

Closure: What should you do to stop name calling?

Assessment: Students draw a picture of a bully, a victim, and someone intervening. Write a caption for the picture.

Not All Bullying Behavior is Equal

Time Duration: 20-40 minutes

Materials: Chart paper, internet access, markers, paper, pencils

Objective: Students identify various examples of bullying and rate them on a scale of 1-5 (1 being not to serious 5 being very serious)

Anticipatory Set: Say: Most of you have experienced bullying by either being the victim, or watching it happen to someone else. All types of bullying are bad, but some types are so bad that it can lead to horrible and devastating consequences. As you watch this video, make a list of the kinds of bullying behaviors you see.

Watch music video "The Same"

<http://www.pacer.org/bullying/video/player.asp?video=46>

Discuss: The type of bullying in this video is one of the most severe, being totally isolated with no one wanting to include someone or be their friend. This kind of bullying can lead to depression and even suicide. Other kinds of bullying seen are laughing at others, throwing things at someone.

We can rate bullying behaviors by how bad they can make someone feel over time. Here are some examples:

Level 1: Making a fart sound every time a person sits down. (This is a little bit humiliating, but overall the person still has friends who come to his/her defense and it is quick. It is definitely bullying, but probably will not lead to depression)

Level 5: Totally isolating someone, or making them the target of humiliation. Some examples: Excluding a new student, turning your back to them and always making them feel unwelcome.

Another example of level 5: Telling an unpopular girl that a popular boy likes her and luring her to go talk to the boy. When she does, the boy has no idea

what she is talking about, rejects her and tells her she is ugly. All the while, her classmates are capturing video and texting it to their friends. Soon, the whole school knows what happened.

Guided Practice:

I am going to give some examples of bullying behavior, and you try and decide what level bullying is going on.

- Calling someone "stupid". (answers will vary, but probably students will agree it is a 1-3)
- Hitting someone every time they pass your locker. (answers will vary, but this one is a 4-5)
- Being sarcastic: (2-3)

Independent Practice: Divide students into groups or pairs. Give each group or pair 3 bullying behaviors. Students need to rate the level of bullying and explain why they think it should be rated the level they rated it. Teacher can select pairs to share out and the class can discuss.

- Threatening
- Beating up
- Name calling
- Isolation
- Intimidation
- Hitting
- Hate speech
- Practical joke
- Spreading rumors
- Demeaning
- Flirting
- Terrorizing

Closure: Write down three things about bullying behaviors you learned in this lesson.

Assessment: Students will identify bullying behaviors they have seen in music videos, TV, video games and/or movies. They will write a paragraph about the behavior and explain why it is harmful.

The Power of Numbers

Time Duration: 30-40 minutes

Materials: Chart paper, internet access, markers, paper, pencils

<https://www.youtube.com/watch?v=jop2I5u2F3U>

<http://www.pacer.org/bullying/pdf/ele-starting-the-discussion-files/KABPledge.pdf>

Objective: Students will apply the idea of the power of numbers to stop bullying.

Anticipatory Set: A long time ago, when Bill Clinton was running for president, his wife, Hillary Clinton used the phrase "It takes a village". She said something like "Change takes a village". Do you have an idea about what she meant? (Chart answers and direct discussion).

Direct Instruction: Part of the idea about the phrase "It takes a village" is the idea that when people work together, it is easier to get things done. As you watch this short video, I want you to think about what the difference would be in each scenario if there was only one person trying to fight a wrong.

<https://www.youtube.com/watch?v=jop2I5u2F3U>

What did you notice about the video? What is good about having a group of people work together?

Guided Practice: Tell your partner about something you did alone. Would it have been easier to have people help you? Why or why not? Teacher selects students to share out. Discuss.

Independent Practice: Tell your partner about a time you were bullied or saw someone bullied. Maybe you were doing the bullying. How would the incident have been different if several people got together to stop it? What

do you think the bully would have done? How do you think the victim would have felt?

Have some pairs share out. Discuss.

Closure: Today we are all going to take a pledge to stop bullying. If we stick together, it will be easier to stop it and help everyone, even the bully.

Students will take the pledge against bullying
<http://www.pacer.org/bullying/pdf/ele-starting-the-discussion-files/KABPledge.pdf>

Assessment: Students will draw a picture of people working together to do something.

The Rumor Game

Time Duration: 20-30 minutes

Materials: internet access

Objective: Students will provide definitions and examples the three kinds of rumors: harmless, hurtful, and dangerous.

Anticipatory Set: Ask: How many of you have ever heard the term "rumor"? "What do you know about it?" (chart responses on chart paper). Can you give some examples?

Direct Instruction:

A rumor is something that is probably not true; it is not verified. A rumor can just be silly, or it can hurt people's feelings or it can be dangerous.

- An example of a harmless rumor is "Armando's house is pink".
- An example of a hurtful rumor is "Armando is so poor; he does not have a house". Hurtful rumors should not be repeated.

An example of a dangerous rumor is "Armando's Dad sells guns out of his house". If you hear a dangerous rumor, you need to tell an adult. Bullies usually promote hurtful or dangerous rumors.

Look at the responses on the chart paper. Which are harmless, hurtful or dangerous rumors? Why?

Guided Practice:

For this you will need to project the internet game, or if students each have an iPad, then can go to this address and play the game.

http://pbskids.org/itsmylife/games/rumorcontrol_flash.html

Independent Practice: In groups of 4, students will think about the rumors they have heard and categorize them.

Share with class.

Closure: What are the three kinds of rumors?

Assessment: Students will write an example of each kind of rumor.

Who Needs to Bully? Making Friends

Time Duration: 20-30 minutes

Materials: internet access

Objective: Students will learn basic social skills to make new friends.

Anticipatory Set: *(For the teacher: many students end up bullying because they have no social skills. They do not know how to make friends, or how to insert themselves into a peer group. This lesson is to show kids some basics so they can make friends in a healthy way).*

Have any of you ever been "the new kid" in a school or in a neighborhood? It can feel really lonely. I want you to think about how you met the friends that you have. And if you do not have any friends yet, I do not want you to worry about this.

Watch this short video about how to introduce yourself:

https://www.youtube.com/watch?v=46WP_n9KoaE (For young kids)

<https://www.youtube.com/watch?v=7I8Od-sidME> (for older kids)

Direct Instruction:

In the video, you saw two people meeting each other. The first step is to introduce yourself. Next, you want to ask open ended questions. An open ended question is one that cannot be answered with a YES or NO. Example: What did you do this weekend?

When the person answers, look at them and show interest by saying something like "Wow, that sounds like fun" or "I did that one time too".

Remember

1. Introduce yourself
2. Ask an open ended question
3. Look at the person as they answer
4. Show interest

Guided Practice:

Now, we will practice. Is there anyone who would like to help me?

Teacher/students role play steps. Teacher, prompt as needed.

Ask the class to talk about what went well in the role play, and what could be improved. Discuss.

Independent Practice:

In pairs, students will practice introducing themselves and incorporating the 4 steps. (Teacher can walk around and provide feedback to individuals during this time).

Closure: What are the 4 steps to making a new friend?

Assessment: Students will write a dialogue that incorporates the 4 steps.

Why Do People Bully?

Time Duration: 20-30 minutes

Materials: Chart paper, internet access, markers, paper, pencils

Objective: Students will list several reasons why people engage in bullying behavior.

Anticipatory Set: Say: Most of you have had experience with bullying. Why do you think other kids bully? (chart responses)

Direct Instruction: There are many reasons why kids bully. Watch short video

<http://www.schooltube.com/video/e74a1497bbed450f953d/>

Students bully for the following reasons:

- They do not know how to deal with their negative emotions correctly (anger, jealousy, frustration).
- They want attention from others (popularity or acceptance).
- They learned to bully by watching others get what they want by bullying.
- They do not have compassion for other people's feelings
- They have seen many violent images in TV, film and video games.

Go back to the chart and see if the students listed any of these reasons during the anticipatory set.

Guided Practice: Say: I am going to tell you a scenario, and you try and figure out why the bullying behavior is happening.

(Nearly all reasons apply to all bullying behavior. But the point of this exercise is to get students to realize that bullying behavior is not happening because of anything they did wrong. It is all because of the person doing the bullying).

1. Bruce always runs up and takes the ball away from Susan whenever she gets it.
2. Jennifer refuses to talk to or acknowledge Kim, the new student. Jennifer thinks Kim is "weird".
3. Hank pushes Dell down on the ground every recess and says he is going to beat him up after school.

Independent Practice:

Place students in groups of 3 or 4 and give each a reason for bullying. Ask students to create a skit around that reason. Each group performs for the class and the class ranks the bullying as a level 1-5. Discuss.

1. People bully because other people do.
2. People bully because it makes them feel smarter, stronger, and/or better.
3. People bully because they want acceptance by a certain group.
4. People bully because it keeps them from being bullied.

Closure: Tell your partner about one bullying incident you experienced or witnessed and say why you think the bullying happened.

Assessment: Students write about the scenario they told their partner in CLOSURE.

You Alone Can Help Stop Bullying

Time Duration: 30-40 minutes

Materials: Chart paper, internet access, markers, paper, pencils

Objective: Students will identify ways one person can make a difference to stop bullying.

Anticipatory Set:

How many people are there in the world? (About 6 billion). To give you an idea about how much that is, one billion seconds is about 33 years. So when you are 33, you will have lived 1 billion seconds.

Do you think that one person can really change anything with all these people on earth?

(Chart answers)

Can you think of the names of people who have made a big difference in the world? (Kids may say the names of scientists, or sports figures etc.).

What about making a "small" difference? Do you think one person can help? Why? How? (Chart answers)

Direct Instruction:

"We are going to watch a video with three separate stories. In each story, one person makes a difference to stop bullying. As you watch, I want you to keep track of what the person does to make a difference in the life of a fellow student. What do they say? What do they do? How do they act?"

<https://www.youtube.com/watch?v=z1mOCd5HP5M>

Discuss the video (if you are short on time, you can just watch one of the vignettes).

The students in the videos showed leadership skills. They stood up for what is right and helped one particular student. Imagine if other students imitate these students; bullying will stop.

Guided Practice: "We are going to create a skit that shows how one person can stop bullying. I need 3 volunteers" (pick 3).

(Tell volunteers that 2 of them are going to call a third person a loser and tease them. The 4th is going to say something like "If you guys are so great, why don't you help X". Or "What do you mean by "loser"?)

Independent Practice:

Place students in groups of 4. Have each group create a skit where one student is bullied, and another says something about it to stop it. Select one or two skits to share with class.

Closure: One person can make a big difference to stop bullying.

Assessment: Students draw a picture/comic of a situation with one person saying something to stop bullying of another student.

You Can and Should Stop Bullying

Time Duration: 20-30 minutes

Materials: Chart paper, internet access, markers, paper, pencils

Objective: Students will learn that they can make a huge difference by standing out against bullying.

Anticipatory Set:

- Ask students to take a sheet of paper and crumple it up, but do not rip it. Now, carefully flatten out the paper.
- What do you notice about the paper? (It is wrinkled, cannot get rid of the wrinkles).
- You can try to flatten it out, but you will always see that it has been crumpled. The same is true for bullying. Bullying can stop, but the wrinkles (the effects) will be there.

Direct Instruction:

Today you are going to see a video about a girl who is horribly bullied. She lies to her teachers when they ask if she is OK. Watch the video and keep track of the things you notice, the things that made you think.

- How did change happen for the girl? Who helped her?
- How did the bully react at the end of the video? Why?

<https://www.youtube.com/watch?v=Fg8wxcepAxM>

Discuss video and chart student responses.

Guided Practice:

Take the piece of crumpled paper and write this on it:

The wrinkles on this paper stand for what bullying does to people. I can help stop these wrinkles from happening. I can speak out, stand up and rise up against bullying.

At the bottom, sign your name.

(Teacher can have the kids place their papers on a bulletin board or on the door as a reminder).

Independent Practice:

Think about someone you know who is being bullied at school or in your neighborhood. What will you do the next time you see them being bullied? (Students can use the information charted from discussion if they need help).

Closure: All it takes is one person to reach out and help another.

Assessment: Write a paragraph about why bullying hurts people. What can you do?

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