



Bullying Awareness Lesson Plan

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 is a topic that needs to be discussed on an ongoing basis.

I. Summary:

The purpose of these activities is to raise awareness of bullying for students in Kindergarten, First, and Second grade. Students who have a clear understanding of what bullying is, what it looks like, and how it effects students are more likely to refrain from bullying and to take action to stop it when they see it. Increased awareness for all is the foundation of the Project S.A.F.E. intervention program.

II. Objectives:

- Students will learn what bullying is.
- Students will know the different forms of bullying.
- Students will know that being bullied makes people feel bad.

III. Activities

ACTIVITY 1

A. Materials Needed:

- One of the books from the booklist below

B. Procedure:

1. Have the students sit down for a story time.
2. Ask students if they know what bullying is? Help them to understand that **bullying is when someone does something on purpose to make you feel bad or hurts you and it's hard to make them stop.**
3. Then tell them you are going to read a book to them and they should look for bullying in the book.

4. After reading the book, ask the following questions:
 - a. Was there bullying?
 - b. Who was bullied?
 - c. Who was the bully?
 - d. What happened? (What type of bullying is there?)
 - e. How did the person being bullied feel?
 - f. How did the bully feel?
 - g. What did they do in the book to stop the bullying?

You can reference Table 1 Activity for answers about the types of bullying and how it makes people feel, although student answers will be specific to each book.

C. Extensions and Adaptations

The Poster – “What is Bullying?” is provided to post in your classroom and remind students of the definitions.

For the older grades you can have them read the books by themselves or in small groups and then discuss the questions.

D. Book List:

- **Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst.
- **A Bad Case of Stripes** by David Shannon
- **The Brand New Kid** by Katie Couric
- **Don't Be a Bully Billy: A Cautionary Tale** by Phil Roxbee Cox
- **How to Lose All of Your Friends** by Nancy Carlson
- **Judy Moody** by Megan McDonald
- **King of the Playground** by Phyllis Reynolds Naylor
- **Stop Picking on Me: a First Look at Bullying** by Pat Thomas
- **We Can Work It Out: Conflict Resolution for Children** by Barbara Polland
- **Being Bullied** by Kate Petty & Charlotte Firmin

ACTIVITY 2

A. Materials Needed:

- Paper
- Pens, pencils, markers

B. Procedure:

1. Tell students today we are going to talk about Bullying.

2. Give each student a piece of paper and ask them draw a picture of what bullying looks like.

3. After completing their picture have each student write a sentence starting with “Bullying is...” on their page
 - a. For younger students the teacher or aide should help them write the sentence, have students write it themselves when capable.

4. Talk about bullying, that bullying is when someone does something on purpose to make you feel bad or hurts you and it’s hard to stop.

Bullying can be hitting or pushing, teasing or calling names, taking things without permission, saying things about people behind their back, not letting them play, or sending mean notes, emails or text-messages.

Bullying makes people feel sad, mad, scared, unliked, alone, like they don’t want to come to school anymore.

5. Display students’ pictures either in the classroom on the school hallways.

C. Extensions and Adaptations

You can also have students tell or write a story about their picture.

ACTIVITY 3

A. Materials Needed:

- Puppet or Doll
- Slips of paper (option for adaptation)

B. Procedure:

1. The purpose of this activity is to facilitate a discussion with students about feelings around bullying. You should use a puppet, doll, or stuffed animal. Give the animal a name like “Jack” or “Jill.” Show the doll to the class and introduce them.

2. Tell the class that “some things have happened to the doll, e.g. “Jill” at school. I want you help me understand how this makes Jill feel.”

3. Tell them about each of the following things in turn and after each, ask students “How do you think this makes Jill feel?”
 - Someone told Jill “You’re not my friend.”
 - Someone told Jill “You can’t play” when everyone else was playing.
 - Someone hit Jill on purpose.
 - Someone called Jill a dummy and told her no one liked her.
 - Someone took Jill’s cookie at lunch and wouldn’t give it back.

4. Tell them that these are all examples of bullying and remind them that **bullying is when someone does something on purpose to make you feel bad or hurts you and it's hard to make them stop.**
5. Tell them "it isn't good to bully because it makes people feel bad."
6. Conclude the session by coming up with 3-5 classroom rules against bullying with the students. See Table 1 for examples.

C. Extensions and Adaptations

1. Prior to starting write the scenarios below on slips of paper and put them in a hat. Also, write on the board,

"I just did something mean, I..."

"That's not nice, doing that will make them feel..."
2. Put the students in pairs, have them number off 1,2 in each pair. Have the 1's pull a slip of paper out of a hat.
3. Have person #1 be the bully and tell their partner, "I'm just did something mean, I"
"
(say the mean thing on the paper).
4. The #2 partner should respond by saying "That's not nice, doing that will make them feel...."
5. Then put all the slips back in the hat and have the #2's select this time and to the activity again.

D. Scenarios

Hits Someone on

Purpose Kicks

Someone on

Purpose

Throws things at someone to hurt them. Calls mean names

Teases someone about wearing glasses or braces Tells someone all the time that their stupid

Says mean things about people behind their back Leaves people out of things on purpose

Tells people they are not your friend if they don't do what you want Puts mean notes in your desk

TABLE 1 ACTIVITY

<p>What is bullying?</p>	<ul style="list-style-type: none"> • Acts that hurt someone. • Acts that are done on purpose. • It's hard to make the bully stop.
<p>What does bullying look like?</p>	<ul style="list-style-type: none"> • Physical (hitting, kicking, biting, throwing things, etc.) • Verbal (name calling, teasing, taunting, insulting, etc.) • Relational (gossip, exclusion or leaving people out, telling people not to be your friends, not letting you play). • Cyberbullying (mean text-messages or internet activity)
<p>How does bullying make people feel?</p>	<ul style="list-style-type: none"> • Bad. • Sad. • Mad. • Anxious • Afraid • Hopeless • Like no one likes them • Like they don't want to come to school.

Classroom rules against bullying?

*You don't need to include all of the rules, you should have 3-6 rules that you can post in your classroom.

- Don't bully other students.
Don't tease, call each other names or put downs. Don't shove, kick, punch or hit.
Help others that are being bullied by speaking out or getting adult help.
Try to include all classmates in our activities. Listen to other's opinions and respect differences.
- Treat each other with respect and kindness.

BULLYING IS....

Something that makes you feel bad or hurts.

- .Something people do on purpose.
- .Something that is hard for the person being bullied to stop.
- .Something that happens more than once.
- .Something that no one should let happen at school.

BULLYING IS NOT...

- .Happening when friends are just playing around and everyone is okay with it.
- .Happening when equally matched kids fight.
- .Happening when gang members fight.

BULLYING IS NOT OKAY!

Assessment - Module 1 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 A Lot

1 2 3 4 5

Overall, how much did students learn about bullying?

Not A Lot A Lot

1 2 3 4 5

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

Tell us how much students knew about each of the following BEFORE you did Module 1 and AFTER you have done this activity.	BEFORE				AFTER							
	Not A Lot	1	2	3	4	Not A	1	2	3	4	A Lot	
1. What bullying is...	1	2	3	4	1	2	3	4	1	2	3	4
2. The different forms bullying can take...	1	2	3	4	1	2	3	4	1	2	3	4
3. How bullying makes people feel...	1	2	3	4	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:

Author: ONUR ATES ANADOLU LISESI, Samsun, Turkey