

# **BULLYING AND VIOLENCE PREVENTION**

## **SECOND GRADE**

### **LESSON 5**

**TITLE:** Helping Mean Jean

**PURPOSE:** To develop strategies that help prevent bullying and random acts of violence.

**OBJECTIVES:** The student will be able to:

- identify strategies to prevent and/or stop bullying.
- create a workable solution to the bullying problem.

**LANGUAGE ARTS FLORIDA STANDARDS (LAFS):** LAFS.2.RL.1.3;  
LAFS.2.RL.2.4; LAFS.2.SL.1.2

**COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (CASEL) COMPETENCIES:** Self-Management; Social Awareness; Relationship Skills

**VALUES MATTER MIAMI CORRELATION:** Pursuit of Excellence; Kindness; Cooperation

**VOCABULARY:** problem, solutions, brainstorm

**INSTRUCTIONAL TIME:** 40 Minutes

**PREPARATION/INSTRUCTIONAL MATERIALS:**

- dry erase board and markers
- white sheet of paper (one per student)
- pencil
- markers or crayons

## SPRINGBOARD ACTIVITY:

- 1) Read and briefly discuss the scenario below:

### **The Case of Mean Jean**

Mean Jean thinks she rules the school. She's a bully wherever she goes. In the lunch room she takes other's food without asking permission. While everyone is running laps at P.E., she tells the boys and girls things like: "You are so slow". "Look at the turtle go." In the classroom, Mean Jean is constantly teasing others. She goes around pushing people off their chairs or stealing their pencils. Mean Jean is constantly getting in trouble. The class has had enough! They need to come up with a plan to stop Mean Jean. Can you and your classmates help them out?

## ACTIVITY:

- 1) Discuss the meaning of the following words:
  - a) *Problem*: a situation that needs a solution. Ask the students to identify the problem in The Case of the Mean Jean
  - b) *Solution*: the act of solving a problem.
  - c) *Brainstorm*: to think of or produce a solution to a problem.
- 2) Divide the class into small cooperative groups of 4 to 5 students.
- 3) Ask each group to brainstorm possible solutions to The Case of Mean Jean.
- 4) Write the solutions on the board. Discuss each of the solutions presented.

**ASSESSMENT:** Teacher observation, class participation and completion of drawing.

**FOLLOW-UP ACTIVITY:** Ask students to select one of the solutions listed and explain why he/she thinks that solution would work. Have students illustrate the solution.