

BULLYING AND VIOLENCE PREVENTION

FOURTH GRADE

LESSON 5

TITLE: Helping is the Way to Go!

PURPOSE: To understand bullying and provide ways in which to handle bullying situations.

OBJECTIVES: The student will be able to:

- identify ways to react to a bully.
- respond on a personal level to a writing prompt about bullying.

SUNSHINE STATE STANDARDS: LA.4.1.5.1, 4.1.6.1, 4.1.6.10

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.6, 2.2, 3.3

VOCABULARY: bullying, physical, verbal, conflict, denial and fogging

INSTRUCTIONAL TIME: 40 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- One sheet of paper per student
- Pencil or pen

SPRINGBOARD ACTIVITY:

- 1) Review the definition of *bullying* with the class. *Bullying*- repeated exposure over time to negative actions from other students. This can include physical, verbal or indirect actions that are intended to inflict injury or discomfort upon another.

ACTIVITY:

- 1) Introduce the term: *fogging*. *Fogging* is based on the idea of agreeing with the bully. Explain to the students that when they use this method, it deflects the insults, stops the insults from escalating, helps to avoid further confrontation and helps you to be more in control.

2) Explain to students that when a bully calls you a name or teases by pointing out something about you, denial encourages the bully because that lets him know it bothers you.

3) Some examples include:

1) If the bully calls you four eyes because you wear glasses, you say, "That's true, because I wear glasses." You might also say, "I can see why you would say that."

a. Learning how to ignore the bully keeps his remarks from getting to you. When a bully approaches you, pretend that he is invisible and walk away.

2) A bully walks towards you. Don't even look at him. Walk away. If the bully begins to tease you, you might look at something else, and laugh.

3. When you see another person being bullied, you should help the victim. You see a bully continuously hitting a classmate. You diffuse the situation by telling the bully to "chill out". If other classmates are around, this reminds them that the group has more power than the bully.

Other ways to help the victim:

- Don't laugh at the victim or spread rumors with the bully. Show your disapproval by expressing support by saying kind words to the victim.
- Report bullying behavior to an adult.

ASSESSMENT: Teacher observation, class participation and completion of activity.

FOLLOW-UP ACTIVITY: Read the following to the students:

Mark and Anthony have been friends for the past three years. Mark is upset at Anthony because he doesn't want to play basketball after school. At the playground, Mark started a "game" in which he teases Anthony relentlessly and tries to get other students to do it, too. Anthony is starting to feel badly and does not know what to do. If you were Anthony's big brother and he came to you for help, what would you tell him to do? Write five paragraphs to support your opinion.