

BULLYING AND VIOLENCE PREVENTION

FIFTH GRADE

LESSON 1

TITLE: Learning About Bullies

PURPOSE: To identify bullying behaviors and understand how to prevent student aggression.

OBJECTIVES: The student will be able to:

- identify bullying behaviors by conducting a survey.

SUNSHINE STATE STANDARDS: LA.5.3.5.3, 5.5.1.1, 5.6.3.2

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.1, 1.2, 1.6

VOCABULARY: bully, actions, and survey

INSTRUCTIONAL TIME: 40 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- Xerox copies of handout 5-1 (one copy per student)
- Xerox copies of handout 5-2 (one copy per student)
- pencil

SPRINGBOARD ACTIVITY:

1. Introduce and/or review the concept of *bullying*. Ask students the following questions:
 - a) What is bullying?
 - b) How does a bully act?

ACTIVITY:

1. Divide the class into small cooperative groups of 4 or 5 students each. Give each group a piece of chart paper and a couple of markers. Tell them that you are challenging them to brainstorm definitions for bullying together.

2. Allow groups time to share their chart with the class. Once every group has presented their chart, have the class cooperatively come up with a class definition of *bullying*. Post the charts in the classroom.
3. Distribute Handout 5-1: Bullying Survey and have the children fill it in. After all have completed the survey, discuss the questions and the results. Record your findings on the board.
4. Distribute handout 5-2 Introduction to Bullying and Bullying Behavior and read and discuss the content with the class. Ask the class if anyone wants to share their personal experiences and feelings toward bullying.
5. Ask the students if they would like to add anything to their class definition of bullying.

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

FOLLOW-UP ACTIVITY: Students will also list some of the actions they think parents, teachers, and other adults could perform to stop bullying based on the content on handout 5-2. They will write their list on the back of the handout.

Bullying Survey

1) Circle all the kinds of bullying you've seen at our school. Mark all that apply:

teased	called names	rumors spread	left out purposely
threatened	hit	pushed	kicked

2) Circle all the kinds of bullying you've had happen to you at our school. Mark all that apply:

teased	called names	rumors spread	left out purposely
threatened	hit	pushed	kicked

3) If you've been bullied, where did it happen?

cafeteria	P.E.court	hallways	school bus
classroom	playground	bathroom	other: _____

4) If you have seen others bullied, where did it happen?

cafeteria	P.E.court	hallways	school bus
classroom	playground	bathroom	other: _____

5) Have you been bullied by boys or girls?

One girl	several girls	one boy	several boys
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6) Have you ever bullied someone? Yes or No

7) If yes, what kind of bullying have you done?

cafeteria	P.E.court	hallways	school bus
classroom	playground	bathroom	other: _____

8) Have you ever seen someone being bullied and either participated in it or continued to watch it happen? Yes or No

9) Have you ever told an adult at our school that you were being bullied? Yes or No

Bullying and Bullying Behaviors

Bullying is a relationship problem in which power and aggression are used to cause distress to a vulnerable person. Bullying has been defined as negative physical or verbal actions that have hostile intent, cause distress to victims, are repeated over time, and involve a power differential between a child who bullies and a child who becomes a victim. With repeated bullying, the power relationship between children as bullies and their victims becomes consolidated: bullies increase in power and victims lose power. Children who are being repeatedly bullied become increasingly powerless to defend themselves. Bullying is a form of aggression and is not accidental; it is intended to harm. Bullying affords dominance and social status; it is often rewarded and supported by other children.

Bullying can be distinguished from the usual conflicts between children in that bullying behavior is a combination of aggression and power. Bullies prey on those who cannot or will not defend themselves. Bullying others may give children a sense of power and importance that they cannot obtain as easily through prosocial behaviors.

Bullying most frequently occurs in hallways, bathrooms, gyms, playgrounds, cafeterias, on school buses and in areas that are “unsupervised.” Bullying may also occur in the community on the way to and from school, at the mall and via the Internet. Bullying may occur at home among siblings.

Bullying tends to peak during middle school, especially the first years of middle school (grades 5 to 8). Middle schools make an excellent target population for bullying prevention efforts.

Schools that ignore bullying and antisocial behavior and that provide inconsistent consequences and that do not nurture a sense of school belongingness for students, parents, and staff and inadvertently contribute to the high incidence of bullying. The lack of intervention conveys that bullying is acceptable and can be performed without fear of consequences. Without intervention, the cycle of victimization will intensify.

Bullying can take many forms. Bullying can be direct, indirect, physical, verbal, psychological and/or electronic.

Direct (Face-to Face)

- Verbal bullying – name calling, mocking, hurtful teasing, insults, put downs, humiliating, racist or sexist comments, harassment*
- Physical-bullying – shoves, pushes, hitting, beating up,* stealing or damaging property,* assault*

- Psychological bullying – giving dirty looks, uttering threats,* forms of intimidation, extortion*
(*These actions are against the law.)

Indirect (Behind Someone's Back)

(This is also referred to as relational aggression or social bullying.)

- Gossiping – lowering people's opinions about the student who is targeted as a victim
- Social aggression – telling people not to be friends with a student who is targeted as a victim, spreading rumors, damaging friendships
- Leaving out - shunning, exclusion

Cyber-bullying (Use of Electronic Technology)

The use of electronic technology as a means of bullying and harassing may involve:

- sending threatening or harassing emails or instant messages
- creating a website that belittles or ridicules another student
- taking unflattering or inappropriate pictures of other students without their permission and sharing them with others or posting them on an internet site
- stealing someone's password and sending mean messages to others
- tricking someone into sharing sensitive personal information while instant messaging and then forwarding that information to others
- using cell phones to send derogatory, threatening or harassing text messages