

BULLYING AND VIOLENCE PREVENTION

FIFTH GRADE

LESSON 2

TITLE: What Would You Do?

PURPOSE: To understanding that it is common for students to deal with fears and insecurities when entering middle school.

OBJECTIVES: The student will be able to:

- identify persons in their school whom they can contact for help with issues, concerns, and problems.
- discuss situations where bullying or harassment has occurred and analyze effective ways of handling such behaviors.

SUNSHINE STATE STANDARDS: LA.5.3.5.3, 5.5.1.1, 5.6.3.2

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.6, 4.1, 4.5

VOCABULARY: empathy and differences

INSTRUCTIONAL TIME: 40 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- overhead projector
- Xerox copies of handouts 5-3, 5-4 (one per student)
- posterboard
- pencil
- paper
- crayons or markers

SPRINGBOARD ACTIVITY:

1. Begin by asking the students, "What worries you most when you think of middle school?" List their concerns on the overhead projector or dry erase board.

2. Review their responses, noting the most repeated concerns. Explain to the students that the lesson today is about addressing fears students may have about entering middle school.
3. Circle all responses that relate to bullying and harassment and ask students if they believe that this is one of their concerns about entering middle school.
4. Ask and discuss, "Have you observed acts of bullying and/or harassment in school?" and "Do you fear that you might be a victim of bullying or harassment?"
5. Distribute Handout 5-3: Bullying. Ask students to answer the three questions on their own.
6. Ask for volunteers to share their answers with the class. As the students share, they will discuss and reveal ideas and opinions about proper ways of dealing with such situations.

ACTIVITY:

7. Distribute Handout 5-4: "What Should You Do?"
8. Review the questionnaire. Lead a discussion on the difference between acceptable and unacceptable behaviors and how peer pressure sometimes contributes to unacceptable behaviors.
9. Discuss the importance of taking charge of our own behaviors and reactions to the behaviors of others. Discuss the importance of personal responsibility. Read/skim through "Information on Bullying" from www.pacerkidsagainstbullying.org
10. Place students in small cooperative groups of 2 or 3. Instruct them to write a creative short story about someone who was bullied in middle school and to incorporate two strategies used to stop bullying. The characters must have fictitious names.
11. Share stories. Have students listen carefully and note which strategies the students incorporated into their stories. Also, look for the concepts of personal responsibility and acceptable and unacceptable ways of dealing with the behaviors of others.

ASSESSMENT: Teacher observation, class and group participation and completion of follow-up activity.

FOLLOW-UP ACTIVITY: Have students discuss with their parents the issue of bullying/harassment and the ways they should address it. Have students write two to three ways their parents suggested they deal with conflict.

BULLYING

Read the following and think carefully before you write down your responses.
Remember to write in complete sentences.

1. Were you ever a bully? How did it make you feel? Explain.

2. Have you ever been a victim of bullying? How did it make you feel? Explain.

3. Have you ever witnessed someone being bullied? How did it make you feel? Explain.

What Should You Do?

- 1) Zachary loves to pick fights with other students. What Zachary doesn't realize is that his behavior is going to get him in trouble. What can you do to help Zachary?
- 2) Your friends keep telling you to pick on the new kid. After all, he wears glasses, talks funny, and is really shy. You don't think it's right, but the pressure is really getting to you. What should you do?
- 3) Your cousins Max and Priscilla are constantly fighting and calling each other names. They recently started picking on you. What should you do?