

BULLYING AND VIOLENCE PREVENTION

FIFTH GRADE

LESSON 5

TITLE: Taking the Pledge

PURPOSE: To discourage students from becoming bystanders and to help their fellow classmate when confronted by a bully.

OBJECTIVE: Students will be able to:

- understand the skills needed to be a responsible friend
- distinguish between non-violent, positive behaviors for resolving conflicts

LANGUAGE ARTS FLORIDA STANDARDS (LAFS): LAFS.5.RI.1.1;
LAFS.5.RI.3.7

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

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

VOCABULARY: bully, actions, and survey

INSTRUCTIONAL TIME: 40 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- make copies of handout 5-10 (one per student)
- Answers to handout 5-10 on handout 5-1 (one teacher copy)
- Make copies of handout 5-11 (one per student)
- make copies of handout 5-12 (one per student)
- website for Public Service Announcements (PSA) on <http://www.family.ca/takethepledge/video.php>
- television/computer hook-up
- pencil
- paper

SPRINGBOARD ACTIVITY

- 1) Have students' complete handout 5-10: Bullying True or False.
- 2) Review responses with the students on handout 5-11.
- 3) View "The Pledge" public service announcement with the whole class.
3. Distribute handout 5-12: The Pledge to each student and review the following questions:
 - What would it take to help change bullying in your school community?
 - Will it be an easy thing to do?
 - Do you think it can be done at all?
 - Is this a good pledge to take? Would you take it?
4. Encourage your students to take "The Pledge" online at www.family.ca/takethepledge.

ACTIVITY

1. Now that your students have viewed the Public Service Announcement made by their favorite young actors, they will begin to plan their own.
2. Divide the class into groups of four or five students each.
3. Instruct each group to create a Public Service Announcement of their own to act out for the class. They will need to write, rehearse, and then perform their skits. (You may allow for two class periods.)
4. If possible, record each groups' announcement. Have the morning announcement crew play the Public Service Announcements.

ASSESSMENT: Teacher observation, individual and group participation, and completion of the follow up activity.

FOLLOW-UP ACTIVITY: Have students work in cooperative groups to create a poster with the message of the Public Service Announcement.

Bullying True or False

1. Only boys bully.
2. Spreading rumors is a form of bullying at school or/and online.
3. Bullies are insecure and have low self-esteem.
4. Bullying usually occurs in the absence of peers.
5. Bullies have more power than their victims.
6. Victims should ignore bullying behaviors and learn to fight back.
7. Children will outgrow bullying.
8. Telling on a bully will only make the situation worse.
9. Teachers intervene often to stop bullying.
10. Nothing can be done at schools to reduce bullying.
11. Parents are usually aware that their children are bullies.
12. The principal of the school is the most critical person in implementing and evaluating a school anti-bullying program.



Say NO to Bullying!

CORRECT ANSWERS AND EXPLANATIONS TO BULLYING QUIZ

1. FALSE Only boys bully.
Physical bullying by boys is the most common and obvious bullying behavior among students. However, physical, verbal and relational bullying occurs among both boys and girls.
2. TRUE Spreading rumors is a form of bullying.
Spreading rumors, name calling, isolating or ostracizing others and causing embarrassment are all forms of bullying that can cause serious long-term consequences. These relational forms of bullying may occur in both girls and boys. Some studies have found a higher incidence of relational aggression in girls.
3. FALSE Bullies are insecure and have low self-esteem.
Many children who bully are popular, powerful, have high social status, are socially skillful and they have average or better than average self-esteem; taking particular pride in their aggressive behavior and sense of control over less powerful peers whom they victimize. Bullies may be members of a group where bullying behavior is held in high regard. On the other hand, some children who bully may have poor social skills and experience feelings of being socially anxious or depressed, and bullying is a form of bravado or “emotional toughness.”
4. FALSE Bullying usually occurs in the absence of peers.
Peers are present in approximately 85% of bullying episodes in school settings. Over 90% of students report having witnessed instances of bullying in their schools. Bystanders are almost always present, whereas adults rarely witness bullying. Approximately 75% of the time that peers are witnessing bullying, they are reinforcing the child who is bullying with positive attention or by joining in.
5. TRUE Bullies have more power than their victims.
Bullies usually choose victims who are physically weaker or different or who have lower social status. However some students both bully themselves and are bullied by others. The children who are both bullies and victims are at highest risk for problems: they are more likely to experience depression and anxiety and more likely to become involved in delinquent behavior.
6. FALSE Victims should ignore bullying behaviors and learn to fight back.
Bullying is a reflection of a power imbalance that becomes consolidated through repeated interactions in which children who are victimized are unable to stop the bullying on their own and are in need of the assistance of an adult to protect them. Ignoring bullies by victims, peers and teachers sends the wrong message to bullies that they can continue to act as they have. Victims who fight back have the potential of escalating the power imbalance. Some victims are provocative and can spark bullying, but these children are very few and are in need of help. It is important not to blame the victim and it is essential to ensure that victimized children are protected and safe.

7. FALSE Children will outgrow bullying.
Although aggression and bullying decrease as children mature, unless adults or influential peers intervene, bullying is likely to continue and, in some instances, escalates into violence and delinquency. Children considered chronic bullies are likely to persist in such aggressive behavior into adulthood.
8. FALSE Telling on a bully will make the situation worse.
Teachers need to teach students the difference between tattling and reporting: Tattling is to get someone into trouble; telling is to get someone out of trouble. A major goal is to establish the school climate and social conditions whereby both victims and bystanders trust teachers enough to report incidents of bullying. Research indicates that children who report being victimized to an adult are less likely to continue being victimized compared to those who do not tell.
9. FALSE Teachers intervene often to stop bullying.
Bullying is an “underground” activity that adults often miss. Teachers intervene in only 14% of classroom bullying episodes and in only 4% of playground episodes of bullying. School staff is generally unaware of the episodes of bullying and victimization.
10. FALSE - Nothing can be done at schools to reduce bullying.
Various school-based interventions reported worldwide have reduced bullying by 15% to 50%. The most successful interventions are ecological involving the entire school staff, parents and community members.
11. FALSE Parents are usually aware that their children are bullying others.
Parents are often unaware of the extent of bullying and victimization of their children. Moreover, parents do not usually discuss bullying with their children. Parents need to be active partners in promoting their children’s healthy relationships and preventing bullying.
12. TRUE The principal of the school is the most critical person in implementing and evaluating a school bullying prevention program.
While it takes an entire “village” to reduce school violence, a principal who can inspire, demonstrate leadership, and establish a school climate of student and staff responsibility and respect, as compared to a school climate of fear and obedience, has been found to be most effective in reducing bullying. The principal is a key person in setting the tone for discipline in the school.