

# **BULLYING AND VIOLENCE PREVENTION**

## **KINDERGARTEN**

### **LESSON 5**

**TITLE:** Bully, Victim, Bystander or Hero: Which One are You?

**PURPOSE:** To identify a workable solution or strategy to a bullying problem.

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

- demonstrate an understanding of resolving conflict through role-play.
- discriminate between positive and negative ways of resolving conflict.

**LANGUAGE ARTS FLORIDA STANDARDS (LAFS):** LAFS.K.RL.1.2; LAFS.K.RL.2.4; LAFS.K.SL.2.5

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

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

**VOCABULARY:** problem, solution, bullying, hero, victim

**INSTRUCTIONAL TIME:** 20 Minutes

#### **PREPARATION/INSTRUCTIONAL MATERIALS:**

- dry erase board and marker
- one white sheet of paper for each student
- crayons
- pencil

#### **SPRINGBOARD ACTIVITY:**

- 1) Ask the students to share about a time when he/she had a problem and what was done to solve it.

- 2) In an effort to reinforce previous lessons, ask students the following questions:
- a) Who was the bully? Victim? Bystander? Hero?
  - b) What did you do to solve the problem?
  - c) Who did you ask for help?

**ACTIVITY:** Role-play or read the following story to the students:

Bunnies, Zoe and Chloe were hopping to school. As they passed Farmer Fran's Farm they found three silver dollars. Fran said they could buy three giant carrots. Zoe and Chloe were very excited and hopped all the way to school. At lunchtime, both of them sat under a large tree and ate a giant carrot. They were both very hungry, but only had one carrot left. They began arguing about who would have the last carrot left. Joey, who was under another tree, heard them arguing and suggested...

Ask the students: "What do you think Joey suggested?" Discuss the possible solutions with the students. Write the solutions on the board. Solutions may include: Sharing the carrot with Joey, breaking the last carrot in half, asking an adult for help, etc.

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

**FOLLOW-UP ACTIVITY:** Have the students draw a picture of Zoe, Chloe and Joey and the solution that worked best for them. Students may select a solution from the board and illustrate it.