

Grade 4

Health Objective 3.04

Demonstrate the ability to seek help or assistance for bullying

Language Arts 4.05

Use planning strategies to generate topics and organize ideas (e.g. brainstorming, mapping, webbing, reading and discussion.)

Materials Needed:

Appendix 1: Sample Bubble Map on Bullying
Appendix 2: Bullying Scenarios
Poster board for every four students
Markers
Index cards with skits written on them
Set of colored paper (red, blue, yellow, green) for each group
Dictionary and thesaurus for each group
Book *Enemy Pie*, by Derek Munson

Focus:

- Explain to students that you will be reading a book and while you are reading you want the students to pay attention to the relationship between the two characters.
- Read the book *Enemy Pie*.
- Ask students if *Enemy Pie* worked. *Why did the book work? What made "enemy pie" work? Was it really the pie that got the two boys to become friends?*
- Inquire whether or not enemy pie would work in a bully situation.
- *What should you do if someone were to begin to bully you?* If the students are not sure what to do explain that it is important to go to an adult who can help.
- Explain that bullies will not always hurt you physically but more often emotionally. The emotional abuse will often affect your self-esteem and your self-image. Inquire what self-esteem and self-images are.

Teacher Input:

Discuss with students what it means to be bullied.

A lot of young people have a good idea of what bullying is because they see it every day! Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

- *Punching, shoving and other acts that hurt people physically*
- *Spreading bad rumors about people*
- *Keeping certain people out of a "group"*
- *Teasing people in a mean way*
- *Getting certain people to "gang up" on others*

Bullying also can happen on-line or electronically. Cyberbullying is when children or teens bully each other using the Internet, mobile phones or other cyber technology. This can include:

- *Sending mean text, e-mail, or instant messages;*
- *Posting nasty pictures or messages about others in blogs or on Web sites;*
- *Using someone else's user name to spread rumors or lies about someone*

Divide students into groups of four and hand out poster board and markers to each group. Explain to the students that they will be making a double bubble map based on the self-esteem of both the bully and the victim.

Show students how to make a double bubble map on the board and make sure that every student understands how to do the map before continuing the lesson. The similarities between the bully and the victim will go in the middle bubbles and the differences will go on the outside. See Attachment 1 for an example of a double bubble map.

The students will be able to compare and contrast the self-esteem of the bully and the victim. The students will use a thesaurus and dictionary to help them understand the meaning of certain words and to find appropriate descriptive words. ***Note: remind students that similarities might be found with the purpose behind the bullying (e.g. Why does this student bully?).

After students have completed the poster they will give a brief presentation and explanation of their poster.

Once each group has presented go over some of the most common descriptions of the self-esteem of the bully and of the victim.

Ask students if they understand why they should tell an adult if they are the victim of a bully. Also inquire what kind of adult would be appropriate to talk to about the situation. Students should respond that it is important to report incidents because otherwise their own self-esteem and even self-image are at risk. Students will mention that parents are trusted adults, which is true, but we also need to remind them that an adult who can actually stop the bullying is important to talk to.

After discussing whom students should talk to about bullying, talk about the best time to report to adults about the incidents.

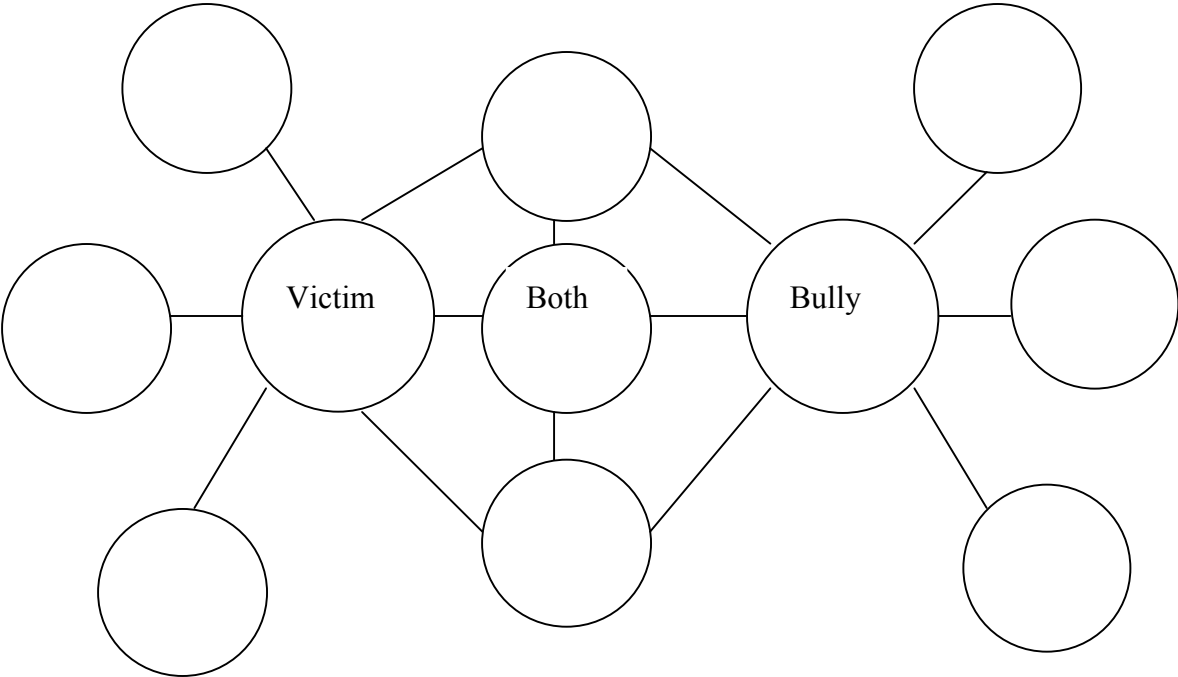
Wrap up the discussion and allow students to ask any questions that they may have. Use the review questions as a basis for assessing the students understanding of the objective.

Practice & Assessment:

1. While the students are still in their groups hand out a packet of colored paper and an index card. Have the students pass out the colored paper in the group.
2. Explain to the students that they will be acting out short scenarios or skits about bullying situations. Each group has a different situation so each group's presentation will be different. The index card describes the scenario and lists all of the different characters that should be included in the skit. See Attachment 2 for a list of five scenarios.
3. So that the students will not argue about their part in the skit, the parts are assigned by using the colored paper. Each student will look at the character on the card and match it up to the color paper. For example: If Susie has a red piece of paper she will look at the card and find the character with a red mark next to it.

4. Allow the students about ten minutes to review their skits. Assist the students if they are having a difficult time. Be flexible in case more time is needed.
5. After each group has completed their review they will present their skit for the class.
6. In each skit the characters deal with bullying in different ways. Some skits deal with bullying in inappropriate aggressive ways, some skits have the victim as assertive and others have the victim as passive. The attachments have the skits labeled as aggressive, assertive, and passive. The students are to discuss each skit after it has been performed and the teacher will lead a group discussion on how being assertive is the best way to deal with bullying and how aggressive and passive behaviors are not suitable for a bullying situation.
7. With each scenario students should discuss how who they would tell about the situation and how they might go about doing that.
8. Wrap up any discussion and allow students to comment on the performances of their classmates.

Bubble Map on Bullying



Bullying Scenarios

Skit 1: (Passive)

Joe is the bully. Tommy is the victim. Ms. Jones is the teacher. Mr. Simms is the principal. Joe and Tommy are in the cafeteria eating lunch. Joe walks up to Tommy and takes his brownie.

Joe: (laughing) Ha, Ha! I've got a brownie for dessert. Tommy, you don't mind if I eat your brownie do you?

Tommy: (head down) No.

Joe: That's what I thought.

(Ms. Jones and Mr. Simms walk up.)

Ms. Jones: Tommy, is everything okay?

Tommy: (head still down) Yes, Ms. Jones.

Mr. Simms: Tommy, are you sure you are okay?

Tommy: Yes, Mr. Simms.

Mr. Simms: Okay, I guess there is nothing left for us to do.

(Mr. Simms and Ms. Jones walk off as Joe eats Tommy's brownie.)

Skit 2: (Assertive)

Mary, Lizzy and Katie are playing basketball and Vicky comes up to play with them.

Vicky: Hi guys! Can I play with you?

Mary: No way, we don't want to play with you! You are too short to play basketball.

Vicky: (head held high) Okay, well I'll go play basketball with someone who accepts me.

Vicky turns around and starts to walk off.

Lizzy: I'll play with you!!!

Katie: Yeah, me too!!!

Lizzy and Katie run to catch up with Vicky and they all begin to walk away together. Mary is left alone.

Skit 3: (Aggressive)

Jimmy is getting in line to go to the bathroom. Sam and George walk up and cut in line in front of Jimmy.

Sam: The losers are always last.

George: (laughing) Yeah, the cool guys have to go first it's the rule.

Jimmy: Well you picked the wrong guy to make fun of! You guys wanna take this outside?

Mrs. Banks walks up.

Mrs. Banks: I've had enough of these boys. All three of you go to the office. All three boys walk to the principal's office.

Skit 4: (Assertive)

Diane and Cindy are getting on a seesaw on the playground. Judy and Mandy walk up.

Judy: Get up! It's our turn now.

Diane: But we just got on here.

Mandy: So! Judy is the queen of this playground.

Cindy: Well I am sorry but you girls are going to have to wait your turn just like we did.

Judy and Mandy give an angry look and walk toward the swings. Diane and Cindy begin to see saw.

Skit 5: (Passive)

Joey gets his homework out of his book bag to turn in. Mark grabs it away from him.

Mark: I guess I've got my homework ready now!!

Joey: Stop! That's mine. Give it back.

The teacher Mr. Barker walks up.

Mr. Barker: What's going on here?

Mark: Nothing is going on here, sir. Right, Joey?

Joey: (head down) Right.

Mr. Barker walks away. Joey's friend Davis walks up.

Davis: Why didn't you tell on him?

Joey: I just got scared.

Mark: Well, you made a good decision.

Mark walks off laughing with Joey's homework.