

<p><b>Unit 1 Title:</b> Keeping Myself Safe By Making Safe and Healthy Choices.</p> <p><b>Lesson Title:</b> What are bullying and harassment? Part 2 <span style="float: right;"><b>Lesson 2 of 2</b></span></p> <p><b>Grade Level:</b> 4</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.3: Applying personal safety skills and coping strategies.</p> <p><b>Grade Level Expectations (GLEs):</b> PS.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. PS.3.B.04: Describe different types of violence and harassment, and identify strategies for intervention.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Personal/Social Development B. Students will make decisions, set goals, and take necessary action to achieve goals. C. Students will understand safety and survival skills.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p><i>What is Bullying?</i> Survey (from Lesson 1)  <i>What is Bullying</i> Note-Taking worksheet (from Lesson 1)                  Writing utensils                  STAR poster                  Student Safety Rules poster                  Teacher Notes and Key and Definitions sheet                  Scenarios for Group Discussion sheet                  Star Model of Problem Solving sheet</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting	X	Responsibility

**Lesson Measurable Learning Objectives:**

The student will identify the type of bullying in one scenario and develop two possible solutions for the scenario.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
Students will participate in a question and answer activity, and do a report on a bullying scenario.

**Lesson Preparation**

**Essential Questions:** How can bullying be eliminated?

**Engagement (Hook):** Remind students what they learned about bullying during the last session. Ask students the essential question: How can bullying be eliminated?

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Counselor hands out the notes from the first session and asks students to look over them. Counselor explains that the students will be dividing into small groups of 3-4 people and each group will receive a scenario of a real life situation. The group will then:                             <ul style="list-style-type: none"> <li>• Decide what kind of bullying is happening in that scenario.</li> <li>• Decide on two ways the person/people in the story could handle the bully and the situation.</li> </ul> </li> <li>2. Counselor will introduce or review the STAR problem solving method from a previous lesson.</li> <li>3. Counselor divides students into small groups and gives each group a scenario to read and discuss.</li> <li>4. Give groups have 15 minutes to read and discuss scenarios.</li> <li>5. Groups are called back to order and they have one representative tell about their scenario, one tell about what kind of bullying is happening and why they think that, and one who explains the two solutions they came up with for the situation.</li> <li>6. Counselor can wrap up by having students share what they have learned about bullying and a strategy that they liked that they plan to try.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will look at their notes and surveys as the counselor reviews the information.</li> <li>2. Students review or learn STAR problem solving method.</li> <li>3. Students move into small groups. They decide who will report on the scenario, who will tell about the type of bullying that is occurring in the scenario, and who will share their solutions.</li> <li>4. Groups read and discuss the scenarios.</li> <li>5. Groups give their reports to the entire class.</li> <li>6. Students respond.</li> </ol>

**Teacher Follow-Up Activities**

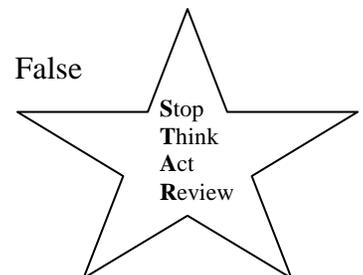
**Counselor reflection notes (completed after the lesson)**

**Survey:**

# What is Bullying?

**DIRECTIONS:** Read each statement carefully and circle your response.

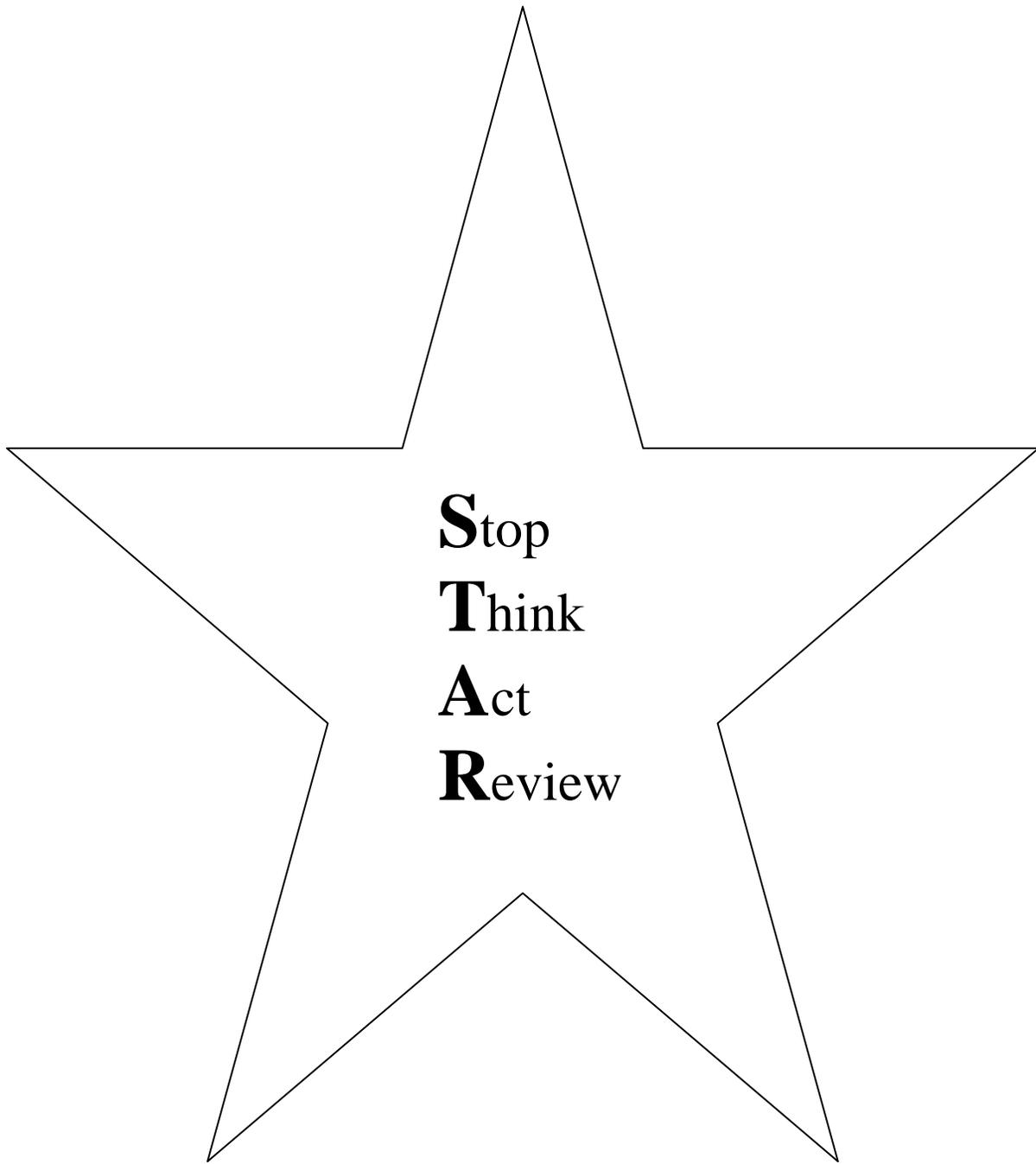
- |   |      |       |
|---|------|-------|
| 1. Bullying is just teasing.  | True | False |
| 2. Some people deserve to be bullied.   | True | False |
| 3. Only boys are bullies.   | True | False |
| 4. People who complain about bullies are just babies.   | True | False |
| 5. Bullying is a normal part of growing up.   | True | False |
| 6. Bullies will go away if you ignore them long enough.   | True | False |
| 7. All bullies have low self-esteem.  | True | False |
| 8. When you tell an adult when you are being bullied, that is tattling.   | True | False |
| 9. The best way to deal with a bully is by trying to get even or fighting.  | True | False |
| 10. People who are bullied might hurt for a while, but they will get over it, especially if they did not receive any marks. | True | False |



## **What is Bullying?**

### **Note-taking Worksheet**

<b>Bully</b>	<b>Target vs. Victim</b>
<b>Witness/reporter vs. tattling</b>	<b>Harassment</b>
<b>Physical Bullying</b>	<b>Verbal Bullying</b>
<b>Emotional Bullying</b>	<b>Sexual Bullying/Harassment</b>



**Student Safety Rules:**  
**Words to Remember**

**Say NO!**

**Get Away!**

**Tell!**

## Teacher Notes and Key

### Answers to the survey:

They are all FALSE, except TRUE number 6. It can be True and False. If you leave a bully alone sometimes they do go away.

1. Bullying is more than teasing. It can include teasing, but it can also be violent and intimidating. Bullying always hurts, while teasing can be fun sometimes.
2. No one asks to be hurt, and bullying is intentional hurting.
3. Both boys and girls bully, although they can do it in different ways. Boys tend to be much more physical and girls can be less obvious. They can use looks and words to hurt others.
4. People who say they don't like to be hurt are standing up for themselves. They are more grown up than the bullies.
5. Having someone HURT you should not be a normal part of growing up. Bullying is hurtful. If you think that hurting others is okay, then you are saying it is okay to bully. It is not.
6. Sometimes this is true. Sometimes if bullies cannot use intimidation on a person, they will move on to someone else they can use it on. Other times ignoring can make the bully angry and cause a worse situation. Reporting is the best thing to do.
7. Some bullies do not feel good about themselves and that is why they bully. They feel more powerful when they bully someone. Others were victims themselves and are taking out their hurts on others. It's all about power.
8. It's smart to tell an adult when someone bullies you or when you see someone being bullied. That is the best way to break the cycle.
9. Fighting is never a good answer. It always leads to someone getting hurt. Many times this only makes the bully angrier, and can cause problems to get worse.
10. Bullying hurts for a long time. Statistics show that children all over the country stay home from school each day because they are afraid to go. Physical bullying can leave visible marks that will eventually go away, but emotional and verbal bullying can leave marks on a person forever.

## Definitions:

**Bully:** People who pick on other people for a variety of reasons. Usually the need for power is behind the bullying action.

**Target:** Person a bully picks on. Bullies choose targets for many different reasons. They may see them as weak, or just different.

**Witness/Reporter:** A person who witnesses a person being bullied. A reporter tries to get someone OUT of trouble while a tattletale tries to get someone IN trouble. A witness who does not report the act of bullying aligns themselves with the bully by their inaction.

**Harassment:** To wear out; exhaust or to impede and exhaust (an enemy) by repeated attacks. Sexual harassment is using sexual touch or words to continually bother someone. According to the law it is the *perception* of the person being harassed, not the harasser, that matters.

**Physical bullying:** When the bully physically hits, punches, or hurts someone physically. Many times this leaves marks.

**Verbal bullying:** Name-calling, put-downs, using your words to hurt someone else. A good phrase to remember is "*Sticks and stones can break your bones, but words can break your heart.*"

**Emotional bullying:** This is non-verbal bullying such as laughing, pointing, writing notes, shunning, mocking, and using various kinds of body language to put someone down.

**Sexual bullying:** This can be verbal or physical. Using sexual words as put downs (fag, gay, dyke, slut, etc.) or touching others in a sexual way: hitting their butt, touching their chest, etc.

**Scenarios for group discussion**

<p>1. Fifth graders Keya and Andre are walking and talking together in the hall after school. There are many people in the hall. Andre is smaller than the average fifth grader. Thomas, a bigger fifth grader walks up and begins to tease Andre by calling him names (punk, sissy). Keya is also teased because she is walking with Andre.</p>	<p>2. A group of four girls including Tamisha and Jennifer are standing in a circle waiting to go into the cafeteria. Tamisha, a seemingly confident fifth grader, is pretty and has many friends. She teases Jennifer gently about her less than stylish (not name brand) clothes. Jennifer takes the teasing for a while but gets angrier and angrier. Jennifer does not like to talk about her clothes. She knows that her mom works very hard to provide her with nice things but just can't afford "labels."</p>
<p>3. Michael works very hard in his fifth grade math class. Because of his reading problems, however, he has a hard time keeping up. Usually, Michael is a cheerful person with a great sense of humor. Today, however, he erupts in anger when Sean calls him a dummy. Sean says this in front of Michael's friends because he feels Michael is slowing down his group.</p>	<p>4. During free time on the playground, Deontay, a fourth grader who is large for his age, corners Charles, a third grader. Deontay demands Charles' lunch money. Charles is afraid of Deontay but does not want to give up his lunch money. There is a teacher on the playground but she is on the other side with her back to the boys.</p>
<p>5. A group of five fifth grade girls chat informally on the playground during recess. Samantha invites three of the girls to her birthday party to be held at a local pizza parlor. Jamila, though standing with the group, is not asked to the party.</p>	<p>6. Tom and Dion do not care for school very much, except as a place to showcase how tough they are. Many of the other fifth grade boys are a little frightened of them. Yesterday, Juan brought his violin to morning meeting. This morning before school, on the playground, Tom and Dion followed Juan around and harassed him by calling him "sissy" and mocking him by pretending to play the violin saying that only "fags" play such an instrument. Juan knows that if he says anything that the two will beat him up. Many other students see the exchange including Juan's best friend John and his sister Margaret.</p>

# STAR Model of Problem Solving



**Stop**  
What is the problem?



**Think**  
What are some choices?

What might happen with these choices?



**Act**  
Decide and take action



**Review**  
How did it work?

Do I need to try again?