

Dealing with Bullying Behaviors

Because the impact of bullying behavior can be potentially devastating to a person's social and intellectual development, learning to confront it is an essential part of a person's social development.

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help

MATERIALS

- ✓ Connecting Projectables 3.7.2, 3.3.2
- ✓ Practicing Projectable 3.6.3
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 small groups/individuals
- 4 individuals/whole class

OBJECTIVES

Students will

- ✓ identify bullying behaviors and feelings associated with bullying;
- ✓ demonstrate five effective actions for dealing with bullying behaviors.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.3.1.b, SL.3.1.d

SKILLS Progression



LAST YEAR, students demonstrated ways to respond appropriately to bullying situations.



THIS YEAR, students learn to deal effectively with bullying behaviors and intimidation.



NEXT YEAR, students will learn to resolve conflict effectively and build healthy relationships.

1 DISCOVERING 10 MINUTES Lesson Link

Tell students that they are going to learning about bullying behaviors and situations and will discuss possible ways to handle bullying situations. Ask students to think about what they already know about bullying. Instead of a Discovering projectable, show **Practicing Projectable 3.6.3** used in the previous lesson to review the definition of bullying as detailed by HARM. Ask students to lead a discussion about HARM and how it is helpful.

H—Harmful

A—Actions or words

R—Repeated

M—More than once to hurt or control others.

ASK: *When was the last time you encountered bullying behaviors in a situation? How did you know it was a bullying situation?*

Acknowledge that knowing what to do when you are being bullied can be hard and that sometimes what you say or do just seems to make the situation worse.

3.6.3 Practice Activity **Bullying Means HARM**

- H**armful
- A**ctions or words
- R**epeated
- M**ore than once to hurt or control others.

2 CONNECTING 10 MINUTES

Remind students that bullying is harmful and that sometimes the responses to bullying can make things worse. However, there are ways to respond that can help to make the situation better, instead.

Introduce ways to respond to bullying behaviors

Display the Ways to Respond to Bullying Behaviors projectable (**Connecting Projectable 3.7.2**) and spend a few minutes reviewing the Don't Bug Me Messages projectable (**Connecting Projectable 3.3.2**). Explain that each bullying situation is different and that students must use their best judgment when deciding how to respond to bullying behaviors. If one response doesn't work, another may be more effective. Share the following information:

- Calm down and breathe deeply.
- Ignore the bullying behavior. Walk away.
- Get help from an adult.
- Travel with friends.
- Send a Don't Bug Me Message.

3.7.2 Connecting Activity **Ways to Respond to Bullying Behaviors**

- Keep calm and breathe deeply.
- Ignore the behavior and walk away.
- Get help from an adult.
- Travel with friends.
- Send a Don't Bug Me Message.

Community Connection

Have students develop a plan to help combat bullying behaviors in sports. The plan should incorporate what they've learned about the HARM model and consider the challenges of being a student athlete. Invite students to share their plan with one of the school's sports teams.

Family Connection

Have students create a refrigerator magnet to take home that shows the HARM model. Students should take the magnets home and use them as a tool to discuss bullying awareness with their family members. They should also share what they've learned about safe ways to respond to bullying behaviors. Send home the Family Connection take-home worksheet entitled **Learning to Deal with Bullying Behaviors**.

Applying Across the Curriculum

ART AND LANGUAGE ARTS Have students write and illustrate a short graphic novel explaining HARM. The graphic novel should explain by "showing." Instead of just telling the reader what HARM means, it should tell a story about someone being bullied and show how that person is being bullied.

INFORMATION TECHNOLOGY Have students conduct safe Internet research about different organizations and campaigns around the country (and world!) that work to prevent and effectively deal with bullying behaviors. Have students make a list of the different approaches each organization uses and have them share their findings with the class.

Model responses to bullying behaviors

Now present some situations to the class in which these responses may help to alleviate some of the harm caused by bullying behaviors. Ask students to briefly share their thoughts after each situation is posed.

SAY: *Every time I try to sit by my friend at lunch, the people at her table won't let me. They laugh and spread their lunches out to take up more space.*

SAY: *I think I'm just going to take a few deep breaths the next time this happens. Then I'm going to calmly walk to another table where I feel welcome.*

SAY: *Sometimes when I walk home from school, a boy follows me home and tries to get me to pay attention to him. I've asked him to stop, but he won't leave me alone.*

SAY: *I'm going to ask two of my good friends to walk home with me. If the boy still doesn't stop, then I'm going to tell an adult whom I trust about this situation.*

SAY: *Sometimes when I am talking to my friends on the playground, an older kid I know shouts at me and tries to get me to fight her.*

SAY: *I don't think this person will listen to me if I try to talk to her calmly. I'm going to tell my teacher what is happening.*

SAY: *The person who sits next to me in math class keeps telling me I'm the worst math student he's ever seen.*

SAY: *I've had conversations with this person before, so I feel comfortable trying out some Don't Bug Me Messages with him. I think he'll listen, and his behavior will stop.*

ASK: *What do you think are the best ways to respond to a situation involving bullying? Do you think one response is better than another in certain situations?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the responding to bullying activity

Have students turn back to the Lesson 6 Practicing Page in their Student Journal. Explain that they will use what they've learned to decide how to respond to each of the bullying situations in the survey. Have students write their responses on a separate sheet of paper.

Students practice responding to bullying situations

Use a creative grouping strategy to place students in small groups. Ask a volunteer from each group to read the situations aloud to the group. Students discuss each situation and possible responses. Then students write their responses individually. After the discussions, ask students if they feel any better about dealing with bullying behaviors now compared with when they first began this unit.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What are some ways to respond to bullying behaviors when you feel threatened or afraid?
So what?	How does bullying make you feel? Why do you think those feelings make deciding how to respond to bullying behaviors difficult?
Now what?	How do you think learning how to respond to bullying situations will help you as you continue to grow? How do you think you would help a friend who is being bullied decide how to respond?

4 APPLYING 5 MINUTES

Have students complete the Applying page in the Student Journal. Have pairs discuss for a few minutes how they would like to organize a Bullying Prevention Campaign for their school. Remind them that using the Don't Bug Me Messages that they learned in Lesson 3 is one way to respond to bullying behaviors, but have them discuss the other ways they learned to respond in previous lessons.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Use written responses and student answers to in the Student Journals to evaluate how well students understand each type of response to bullying.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the Applying responses in the Student Journals to determine how well students understand effective ways to respond to bullying.

Reflecting Resource: Student Journal p. 46

Applying Resource: Student Journal p. 47

BUILDING SKILLS BEYOND THE LESSON

Create a Survey!

REINFORCEMENT

PRACTICING Reinforce students' understanding of appropriate responses to bullying by having students think of additional bullying situations that may occur in 1st or 2nd grade. Ask students to use these ideas to create a survey that is fitting for younger students. If possible, have students present these surveys in a primary-grade classroom to gauge the first or second graders' knowledge of bullying.

Make a Skit!

APPLYING Help reinforce students' understanding of how to respond to bullying by having small groups of students prepare and practice a skit that they can perform as part of their campaign. The skit should help teach the five ways to respond to bullying. Invite volunteers to perform their skit for the class.

Write a Report!

ENRICHMENT

PRACTICING To enrich students' comprehension of responses to bullying behaviors, have students compose a report on what they have learned. This report will be delivered orally to small groups or the whole class. The report should highlight the five effective ways to respond to bullying behaviors.

Create a Poster!

APPLYING Help students enrich their understanding of responding effectively to bullying behaviors by having small groups of students create posters to use as part of their Bullying Prevention Campaign. The posters should depict the five ways to effectively respond to bullying behaviors using words and pictures. Have students hang the posters throughout the school.