

Lesson 8: BULLYING PREVENTION

Essential Question: What is bullying, and what can we do to stop, prevent, and stand up to bullying?

Overall goal: For students to recognize bullying and learn how to stop it.

Target skills: Visualization, critical thinking.

Objectives for Beginning Health Advocates:

SWBAT:

- Understand what bullying is.
- Identify different forms of bullying.
- Know that being bullied makes people feel bad.

Beginning Health Advocates activity outline

1. Use a scenario or read-aloud to open the discussion. See attached list of good books that will bring the concept alive and which you might have on-hand.
2. Define bullying. Bullying is when someone continually does something on purpose to make you feel bad or hurt you. Explain that bullying is hard to stop.
3. Discuss what bullying can look like: hitting or pushing, teasing or calling names, taking things without permission, saying things about people behind their back, not letting them play, or sending mean notes, emails or text-messages.
4. Discuss how bullying makes people feel: sad, mad, scared, unpopular, alone. They may not even want to come to school anymore.
5. Ask students to illustrate bullying, using the provided scenario-based templates if desired, and display students' illustrations.

Healthy NewsWorks-provided resources

1. Suggested read-aloud book list.
2. Scenario-based templates for student illustrations.

Web resources

1. Online links: "Be a Buddy, Not A Bully" song:
www.youtube.com/watch?v=Or7WPUtUnRo

Select CCSS/PA Core ELA Alignment

- CCSS.ELA-LITERACY.SL.2.3/ PA CC 1.5.2.C ASK AND ANSWER QUESTIONS

National Health Standards Alignment

- STANDARD 2: Factors influencing health
- STANDARD 4: Communicate for health
- STANDARD 5: Healthy decision-making
- STANDARD 8: Advocate for health

Objectives for Advanced Health Advocates

SWBAT:

- Understand and identify bullying.
- Identify and consider the different roles involved in bullying.
- Take a stand against bullying.

Advanced Health Advocates activity outline

(NOTE: The lesson below is based on

www.tolerance.org/lesson/where-we-stand)

1. After reading Healthy NewsWorks newspaper articles on bullying, ask students if they think bullying is a problem at school.
2. In groups, have students read handout: What is Bullying?
3. Alone or with peers, have students read and complete "Bullying: Bystanders, Upstanders, and Whistleblowers" worksheet. Note: last page might be most appropriate for older (grades 6+) students.
4. Discuss responses, and have students create anti-bullying messages showing the difference between bystanders, "upstanders," and whistleblowers.

Web article: What is bullying?

www.pacerkidsagainstbullying.org/kab/what-is-bullying/

Web activities—bullying

1. <http://tinyurl.com/bullyingscenarios1>
2. <http://tinyurl.com/bullyingscenarios2>

Web resources for teachers and/or a "PG-13 rated" read-aloud for older students

1. www.tolerance.org/magazine/number-39-spring-2011/feature/bully-bullied-bystanderand-beyond
2. www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html

Select CCSS/PA Core ELA Alignment

- CCSS.ELA-LITERACY.R.1.6.1/ PA CCC.1.2.6.B CITE EVIDENCE
- CCSS.EKA-LITERACY.R.1.6.2/ PA CC 1.2.6.C ANALYZE KEY DETAILS
- CCSS.ELA-LITERACY.W.6.7/ PA CC 1.4.6.VS GET EVIDENCE FROM TEXTS

National Health Standards Alignment

- STANDARD 2: Factors influencing health
- STANDARD 4: Communicate for health
- STANDARD 5: Healthy decision-making
- STANDARD 8: Advocate for health