

Anti-Bullying Unit

Lesson 1: Introducing the Topic

- 1.) Show video <http://mrapullen.wordpress.com/2008/01/31/anti-bullying-video/>
- 2.) Ask students what they know about bullying and have them write their ideas on a sticky note. Create a KWL chart in front of the room where students can place these sticky notes under the 'K.'
- 3.) Ask students what they want to learn about bullying. Have them write an idea down in groups. Each group can place a sticky note up on the 'W' part of the chart.
- 4.) Introduce bullying through a powerpoint presentation on 'What is bullying.' The powerpoint explains what bullying can be, how it makes one feel, the three types, who is a bully, who are the targets, and how to stop it.
- 5.) Have each student place a sticky note under the 'L' section and explain something they learned today after seeing the video and listening to you with the power point presentation.

Lesson 2: Bullying in the classroom

- 1.) Talk about bullying in the classroom with powerpoint presentation called, "bullying in the classroom." This presentation reviews the three types and gives case studies for students to figure out bullying situations. Introduce the terms primary and secondary source in this lesson when you present the powerpoint.
- 2.) Discuss how to set up a bully free classroom and hang your bully free sign. "Stamp Out Bullying" Sign.
- 3.) Read "Bad Case of the Stripes" and ask students if any bullying might have occurred to make this situation happen.

Lesson 3: Take Action with the Ant Bully

1.) Read The Ant Bully by By Shannon Brown. After reading Students write to the ant bully persuading him to not step on the ant.



Lesson 4: Conflict Resolution

1.) Teacher introduces the word conflict on the board. Tell the children that this word tells us about events that make us feel puzzled, surprised or even frustrated and angry, (milk spills, a bike falls over). Ask the class to help you label some feelings that could happen when a problem occurs. Next ask them to imagine getting out of their bed in the morning. As you put your feet on the floor, you felt a furry dog. Now there is a problem because it surprised you. How does the dog feel? Accept any appropriate answer. Ask about what else they might step on in the morning. If it makes you feel or think, could be a conflict or a problem. Sometimes we wake up and its j'ust a regular morning. We are able to relax and do our morning tasks and nothing changes.

2.) Teacher brings an unopened, tightly fitting pickle jar, (or a stapler remover) to the group. Explain that some problems are physical and some are social. Teacher then states that if the lid is stuck, I have a physical problem. I can struggle and I can think of a new way to try. Can you think of some other ways I could try? Solicit many reasonable or wild answers. Teacher then changes the situation to a social one (open jar). Teacher tells the children that the jar is open, but there is a new problem. The jar is not mine. It belongs to my mother and she is coming in

right now. Ask the children if I have a physical problem or a social problem. Social problems are situations that happen between people that require us to change our feelings or thinking. It can feel good or upsetting. Let the role play start as children think about a good feeling that could be a result of having Mom's pickle jar. If the Mom says, Oh, you opened that jar for me, how nice of you, that would be a very good feeling. If the Mom says, Oh, you took that away without asking me, you might feel scared or sad.

3.) Teacher can encourage children to talk about various conflicts they can think of. These can also be categorized as physical or social and good or not good feelings.

4.) Teacher can review social conflicts and physical conflicts by listing events that have been occurring in the classroom. For example, the teacher might note a stuck door, folding papers into a backpack, opening milk cartons and breaking a pencil as daily events that are conflicts or problems. The teacher might note who helped a friend solve a physical conflict. Then discuss a situation with no objects in it, just two people. Puppets are a useful tool to model these two people. One person bothers the other person. Have children think of things like name-calling, giving a put-down, making a face or poking the other person. Talk about feelings and then try to think of positive conflicts or social events that surprise people. A birthday party, a compliment, and a request to be a friend are situations that often feel good. But what if you feel uncomfortable with a compliments or what if you don't like the person who wants to be your friend, asks the teacher.

5.) Students can think of social and physical conflicts that occur at school, home and in their community.

6.) Read articles about school bullying episodes that have occurred locally. Talk about the differences between primary and secondary resources again.

Lesson 5 – How would you feel...

1.) Ask for volunteers to explain what a put-down is and share a few examples. (Put-downs are ways that we make someone feel bad about themselves—either with words—name-calling and teasing—or with actions, like excluding someone.) Do not write these examples of putdowns on the board as that might reinforce them.

- Tape the large paper heart to your chest and ask children to respond to the following story, "The Torn Heart." Each time they hear a put-down they are to give a thumbs-down. For each thumbs-down you will dramatically rip a piece off the heart on your chest and drop it to the ground.

- When the story is complete, Ask: How do you think Pedro is feeling right now? Why is he feeling that way? What might be the effect on him of being treated this way day after day?

- Ask students to volunteer some put-ups for Pedro. (What are some things you could say to him, or do for him, to make him feel better?) Ask the class to give the put-ups a thumbs-up! Ask: How do you think Pedro would feel *now*, after hearing all of these put-ups?

2.) Arrange your and the students' desks in a circle. Hand out ten index cards and one marker to everyone. For the first half of this activity, children will write down a word (or younger children can draw pictures to represent feelings) on an index card for how they would feel if . . . for each scenario here. Challenge the group to come up with a *different* word for each scenario, if possible. After each

scenario:

a) Have everyone hold up their feeling card and look around the circle at everyone else's cards.

b) Point out that different students have very different feelings for the same scenario and that all feelings are valid since we all experience situations differently. Discuss a few of the different feelings offered and build a feelings vocabulary by offering definitions for new words.

"How would you feel if . . ."

- someone made fun of you because of the way you looked?
- you won a prize or a competition?
- you were picked last when choosing sides for a game?
- you were told you were good at doing something?
- someone called you a bad name like "creep"?
- someone helped you solve a problem?
- no one wanted to play with you?
- someone invited you to join their game?
- you had no food and had to beg on the street?
- someone held your hand or gave you a hug when you were scared or lonely?

3.) Pair students to share one minute with their partners for each question: 1) Can you think of a way you could help someone feel better after he or she has been teased or called a name or excluded from a game? 2) Can you think of a time you stood up for someone being teased or excluded? 3) Would you stand up for him or her now, even if you didn't do it then? How?

Lesson 6 : Get your Angries out

1.) Read through this webpage <http://www.angriesout.com/skills2.htm>. It give students helper words for and helps them cope when they feel threatened by another student. Print off the peace contract and have each student sign a copy.

2.) Read When Sophie gets Angry by Molly Bang. Discuss her reactions and how she should have handled herself.

Lesson 7: Peace Place

1.) Begin by reading out loud Byrd Baylor's *Your Own Best Secret Place*.

2.) Do a go-round in which each child completes the sentence, "A special place that I find peaceful is . . ." (Discuss, if necessary, what a peaceful place is before children begin.) Begin by sharing your special place. Explain: "In today's activity you will discuss setting up a special place in your classroom which will be your very own Peace Place."

3.) Ask: What is the value of having a special, peaceful place? How do you use the special place or when do you go to it? Reflect back and summarize what volunteers share.

- Explain that the goal of your classroom Peace Place is to provide a place for children to go

when they are too upset or angry to focus, work, and learn—or when they are beginning to feel that way. Point out that this is *not* like a “time-out,” when being asked to go somewhere separate from the group is a form of punishment. Going to the Peace Place is not a punishment. Rather, it is a place to go to honor your feelings and get ready to go back to work or join the group.

- Brainstorm: What are some ways you can calm yourself down when you’re angry or upset? Write down all the children’s contributions on chart paper. Some ideas to include are: draw, read, write in a journal, write to a friend, breathe deeply and rhythmically, think of people you care about, distract yourself with a puzzle, hug a stuffed animal, etc. (Note: As time goes on, add to and refine this list. Post it in your Peace Place.)

- Now brainstorm: If the Peace Place is to be a good place to go to calm yourself down when you’re upset, what things will we want to include in that space? (See “Using Your Peace Place” for ideas of objects to include.) Where should our Peace Place be? (Most classrooms find that it’s important to delineate the Peace Place with a rug or table or some other physical boundary.) How should we decorate it? Be sure to keep the discussion focused on how these decisions support the Peace Place being a good place for calming down.

- Discuss the circumstances for going to the Peace Place. Some guidelines to include are:

- Going to the Peace Place is voluntary.

- You have to tell the teacher you are going.

- One person at a time.

- There’s a time limit—perhaps five minutes. (Note: Include a timer in your Peace Place.)

4.) Ask: Does someone have to be angry, worried, sad, or upset to go to the Peace Place? (In an argument, one might want to go to the Peace Place before getting angry in order to be alone and think.) Stress that the point is not to ignore the problem, but to gain a little time to think about it before reacting.

- Summarize your agreements around how you will use the Peace Place. Ask if there are any clarifying questions or concerns.

Using the Peace Place Materials/Equipment

Situation	Using the Peace Place	Materials/Equipment
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<p>When a child is angry or upset and requests to go to the Peace Place.</p> <p>or</p> <p>When a child is angry, upset, or disruptive and you suggest (among other options) that he or she allow some time and space to cool down, get in touch with his or her feelings, and think of options and solutions before rejoining the group</p>	<ol style="list-style-type: none"> 1. Take a few minutes to sit quietly until you're ready to come back to the group. 2. Write down or draw what you're feeling and why—and what would help you feel better. 3. Create or choose a feeling picture that matches how you feel. 4. Do something distracting that will engage your attention and help you cool down. 5. Pretend you are a balloon and, after inhaling deeply (blowing up your balloon), exhale all your anger so that it disappears into the air surrounding you. 	<ol style="list-style-type: none"> 1. Rocking chair or other comfortable place to sit and a five-minute hourglass timer to monitor time 2. Feeling words, feeling stickers, paper, pencils, art supplies, clay 3. Pictures of children that show them expressing various feelings 4. Eye-catching toys, puzzles, books, music, and earphones 5. A list of cool-down strategies generated by the children
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Lesson 8: The caring being

1,) Have students break into pairs facing one another for a game of mirroring. Person B reflects all the movements initiated by Person A, including facial expressions. After a short time, call "change" so that the positions are reversed. Ask: "Was it difficult to mirror someone? What did it feel like?"

2.) Ask: "What behaviors or actions of people in this classroom have made you or someone you know feel angry, sad, or hurt?" Give students time to think, then write or draw about the incident. Then ask for a few volunteers to share their ideas, drawings, or writings (without naming names). Now ask, "What behaviors in this classroom have made you or someone you know feel good?" Allow students to write or draw about the incident. Then ask for a few volunteers to share (in this case they can feel free to use names).

- Have a volunteer lie down on a large sheet of paper. Have a few group members trace the outline of his or her body. This outline becomes the "Caring Being." (Variation: older students can draw a smaller being to fit the paper available.)

- Gather everyone around the Caring Being and ask them to think about what actions, ways of treating one another, and attitudes would make your classroom the best possible place to be (thumbs-up behaviors). After they have had a minute or two to think, have each child who wants to contribute take a marker and write these positive things inside the outline of the Caring Being. (Some possible things to include are sharing, listening, waiting my turn, giving put-ups.) Feel free to include your own suggestions after the students have had a chance to share.

- Ask the group to think of some actions, ways of treating one another, or attitudes that they do *not* want as part of your classroom (thumbs-down behaviors) because of their negative consequences (put-downs, name-calling, exclusion, etc.). Have each student who wants to contribute write these words on the outside of the Caring Being. Add your ideas.

- Have each group member say what he or she meant by the words offered. Even if the

words were the same as someone else's, the meaning may be slightly (or greatly) different.

- Hang up your classroom's Caring Being where everyone can see it. If the group wants to, name your Being!
- Have students as a group choose three thumbs-down behaviors each from the Caring Being that they feel they would most like to see stopped in your classroom and school. Help move the group to consensus. Then, together in pairs, ask them to create signs to remind one another to stop those behaviors (all on the same color of paper). Similarly, ask them to choose three thumbs-up behaviors that they would most like to see encouraged in your classroom and school and create signs to encourage each behavior (all three thumbs-up signs should be on a second color of paper). Post the colorful signs around your classroom as a reminder to students.

3.) Do a go-round: Have each child complete the statement "If the Caring Being could talk, she would tell us . . ."

Lesson 9: Acts of Caring

Have students in pairs share a) one time at school that someone was kind and caring to them and b) one time that they were kind and caring to someone at school. Give each child one minute to share for both a) and b) questions. Ask for a few volunteers to share their stories with the whole group or, if you have time, have each pair share.

- Now have pairs combine into groups of six to 1) Brainstorm a list of ways in which we know kindness when we see it. 2) Discuss: What, if anything, keeps us from being kind to one another? Elect a reporter from each group.
- Have the small groups report to the entire class.

Explain the next assignment: For the next period of time (give deadline), students will be like roving reporters, "catching" incidences of kindness, cooperation, and caring that happen at school or documenting actions of caring they themselves perform. All children should write about the act of caring they performed or witnessed. They can also illustrate the examples with artwork they create, or through photos or video if you can give students access to a few cameras or a video camera.

Play secret pals: Put the name of each child in your classroom in a hat and have children anonymously pick the name of a child from the hat. They need to do something kind for this child before the end of that day—without anyone finding out who did it. The next morning children can share the act of caring they received and try to guess who their secret pal is.

Close the session by having all the students stand in a circle holding hands. Start the "electricity" by squeezing the hand of the person on your right. That person passes it on by squeezing the hand on her right. After the pulse has gone through the circle, go around a second time with a more difficult pattern (for example, do two short squeezes, or a long one followed by a short one). Kindness—like the "electricity" in this activity—is infectious. So pass it on!

