LESSON PLAN by Whitley Starnes

Lesson: Unit on Bullying – Part II: Being an Ally  Length: 30 min.

Grade Level: Second grade

Academic Standard:

Health and Wellness
2.4.3 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.

Performance Objectives:

Given examples of a bully situation and a tattling situation, the second grade students will differentiate between bullying and tattling with 100% accuracy.

Given a bully scenario, the second grade students will demonstrate how to respond to a bully with 100% accuracy.

Assessment:

The teacher will use a checklist to assess whether or not the second grade students are able to differentiate between bullying and tattling. (Checklist is located at the end of the Lesson Plan)

The teacher will use a checklist to assess whether or not the second grade students are able to demonstrate how to respond to a bully. (Rubric is located at the end of the Lesson Plan)

Advanced Preparation by Teacher:

White poster sized paper that lists Bullying behaviors (used in the last lesson on Bullying)
2 pieces of construction paper, one labeled Bullying and the other labeled Tattling
Chalkboard/Whiteboard, Chalk/Dry-Erase Markers
Teacher Resource: Being an Ally Handout (located at the end of the lesson plan)
Bully Scenarios Handout (1 copy for each group)
Steps on Being an Alley (1 copy for each student)
Checklist for differentiating between bullying and tattling
Checklist for demonstrating how to respond to a bully

Procedure:

Introduction/Motivation:

1. Have students meet you in their special spots on the floor.
2. Tell the students that we are continuing with our Unit on Bullying.
3. Remind the students that yesterday we brainstormed ideas on how a bully acts.
4. Review with the students how a bully acts by having the students take a look at the white poster sized paper that lists the signs of bullying, which we created in the last lesson on Bullying. (Gardner: Visual-Spatial)

5. Tell the students that they are going to play an activity to help them differentiate between bullying and tattling.

6. Say: “I’m going to give you a situation, and I would like for you to decide if it is bullying or tattling.”

7. Point out the signs on either side of the classroom that are labeled Bullying and Tattling.

8. Say: “When I have given you a situation, I would like for you to show me whether it is Bullying or Tattling by moving to either the Bullying sign or Tattling sign. (Gardner: Bodily-Kinesthetic)

9. Begin activity. (Remember to record results on the checklist)

   i. Situation #1 - Say: “Telling on a classmate who is not doing their assignment.”
      Answer: Tattling

   ii. Situation #2 - Say: “Telling on a classmate who threatens another classmate.”
      Answer: Bullying

   iii. Situation #3 - Say: “Telling on a classmate who physically hurts another classmate such as hitting him or her.”
      Answer: Bullying

   iv. Situation #4 - Say: “Telling on a classmate who is talking at their desk.”
      Answer: Tattling

   v. Situation #5 - Say: “Telling on a classmate who is teasing another classmate. For example, name calling.”
      Answer: Bullying

10. Ask the students to meet you back in their special spots on the floor.
11. Reflect on the activity and discuss the difference between bullying and tattling as well as explain the importance of knowing the difference between the two. (Gardner: Verbal-Linguistic)

Step-by-Step Plan:

12. On the chalkboard write, How to be an Ally.
13. Ask the students: “What do you think it means to be an Ally for someone who is being bullied?” (Bloom: Analysis)
14. On the chalkboard under How to be an Ally, write the definition of Ally.
   
   Ally – a person who is on your side or helps you in a situation

15. Ask: “What is the difference between being an ally for someone who is being bullied and tattling on someone?” (Bloom: Comprehension) *To help students distinguish between
bullying and tattling, refer back to the white poster sized paper that lists Bullying behaviors.

16. Explain to the students that there are steps that they can take when they witness (see someone) bullying another person.

17. On the chalkboard under the definition of Ally, write the steps on how to be an ally. (Gardner: Visual-Spatial)

   STEP 1: Get the Bully’s Attention
   STEP 2: Keep it calm
   STEP 3: Call it out
   STEP 4: Say how you feel
   STEP 5: Tell them what you want
   STEP 6: Put a price on it

18. Using the Teacher Resource: Being an Ally, explain each step to the students and provide sample phrases that the students could say for each step.

19. Explain to the students that they will be getting into groups to practice using these steps in a bullying situation. (First model what they will be doing in their groups)

   i. Decide as a group what role each person will play
      Roles:  A bully
             A person being bullied
             An ally for the person being bullied
   ii. Read Bully Scenarios
   iii. Act it out as a group
   iv. Use the Steps on Being an Ally to respond to the bullying situation
   v. Switch roles until everyone has had a chance to be an ally for the person being bullied (If a group finishes early, have them create their own bullying scenario and act out the roles until all groups are finished)

20. Divide students into groups of three and pass out the Steps on Being an Ally to each student. (Gardner: Interpersonal)

21. As the students are role playing the bully scenarios, go around to each group and assist students as needed as well as fill out checklist for demonstrating how to respond to a bully.

22. Once every student has had a chance to be an ally, have the students meet you back in their special spots on the floor.

23. Reflect on the activity with the students.

24. Ask: “Based on what we learned today about being an ally for someone who is being bullied, why do you think it is important to be an ally?” (Bloom: Analysis)

Closure:

25. First, review signs of bullying with the students using the white poster sized paper that lists Bullying Behaviors.
26. Next, review the definition of ally as well as the steps on how to be an ally for someone who is being bullied.
27. Then, end the lesson by explaining to the students that tomorrow they will be writing about how they would be an ally to someone who is being bullied.

Adaptations/Enrichments:
Note: The first two are students identified in my fifth grade placement. These students have a classroom assistant for Special Education who is in the fifth grade classroom assisting them as my cooperating teacher teaches. Also, I have discussed with my cooperating teacher about what I will need to do in order to adapt my lesson plans to meet their needs such as reduce an assignment.

Student with a disability in reading/language arts:
The student with a disability in reading/language arts will have help from the classroom assistant for Special Education. During the Bully Scenario Activity, the student will have support from his or her group members when reading and performing the steps on how to be an ally.

Student with a disability in math:
The student with a disability in math should not have any complications with this lesson because there is no math related components.

Student with Gifts and Talents in Creativity
The student who is identified as gifted and talented will create his or her own bully scenarios.

Self-Reflection: (leave blank!)

References:
Let’s Get Real: Being an Ally Handout
Teacher’s/Leader’s Guide for Know What? Bullying hurts! Handout
# Differentiating between Bullying and Tattling Activity Checklist

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Demonstrating How to Respond to a Bully
Checklist

Being an Ally: 6 Steps

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Teacher Resource: Being an Ally

Steps/Sample Phrases

STEP 1: GET THE BULLY’S ATTENTION
   Hey, [Name]. Can I talk to you for a second?
   I forget your name. What is it?
   Wave or put both hands up in stop position

STEP 2: KEEP IT CALM
   You may not have meant to hurt anybody, but…
   I know a lot of people say that, but …
   I know some people think that’s funny, but …
   You might feel angry, but …

STEP 3: CALL IT OUT
   That’s not right.
   That word is a put-down.
   You’re bullying that person.
   You’re spreading a really mean rumor that’s not true.

STEP 4: SAY HOW YOU FEEL
   It offends me.
   It’s not OK with me.
   What if [name of person being bullied] starts believing that about himself/herself?
   How would you feel if somebody did that to you?

STEP 5: TELL THEM WHAT YOU WANT
   Please stop using that word.
   You need to apologize to that person.
   Stop talking behind people’s backs.
   Please don’t joke like that anymore.

STEP 6: PUT A PRICE ON IT
   If you keep on doing that, we can’t be friends anymore.
   If you don’t stop, I’ll make sure people know what you’re doing.
   If you do that again, I’m going to report it to the principal or a teacher.
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Bully Scenarios

Scenario #1
A bully tells someone that he or she is a loser.

Scenario #2
A bully takes away someone else’s lunch money.

Scenario #3
A bully is teasing someone about his or her clothes.

***How does the ALLY respond? (Use your Steps on Being an Alley!)***