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Education 351
Fall 2011

Ways to Deal with Bullying

Lesson: How to deal with bullies

Length: 50 minutes

Grade: 2nd

Place within the unit: Beginning

Standard: 2.4.3 **Demonstrate** ways to respond when in an unwanted, dangerous, or threatening situation

Objective: After a classroom discussion and role playing, students will briefly **write** two ways they might respond to a bully (whether they are victims or bystanders).

Assessment: Students will **fill in** a game board template with two bits of advice on dealing with a bully. Students have mastered the objective if they name two reasonable actions

Supporting Materials:

- A fortune cookie for each student; fortunes removed
- Book: *The Berenstain Bears and the Bully* by Stan and Jan Berenstain
- 2 small strips of paper for each student
- Pencils

Comment [v1]: Materials that came from handout packet?

Introduction

Have the students sit on the story carpet. Show students a fortune cookie. Question: Have you eaten fortune cookies before? What is on the paper? Pull out and read a funny fortune from one cookie. Then pull out and read this fortune: "You are special. Don't let a bully bother you!"

Comment [v2]: Hooked 😊

Write the word *bully* on the board. Questions: What is a bully? What kinds of things does a bully do? Have you seen others being bullied? How do you think they felt? How did you feel? Can you tell some people are bullies just by looking at them? Are there good reasons to bully someone? Can bullies change their ways? (5 minutes)

Comment [v3]: Important to stress

Step by Step Instructions

1. Show the cover of *The Berenstain Bears and the Bully*. Take a picture walk and help the students make some predictions. (5 minutes)
2. Read the book aloud. Pause to ask questions at the following points. As students suggest positive ideas, write these on the board. (15 minutes)
 - *After Sister admits she was harmed by a bully* — Why would a bully want to hurt Sister? Why do bullies bother certain people? (*Bloom: Analysis*) Possible reasons: jealousy, want to feel powerful, don't know how to find friends, afraid of someone who is different
 - *After Tuffy insults Brother at the park* — Why does Brother choose not to beat up Tuffy? Do you agree with his decision? Why or why not? (*Bloom: Evaluate*) How does Tuffy bully Brother with words? What is a bystander? How can you help as a bystander?
 - *After Brother and Sister's secret meeting in the cellar* — What do you think about Mama and Papa's advice to stay away from the bully? How do you feel about Brother's advice that Sister be ready to defend herself? When *might* it be okay to fight back? What are the problems with fighting back? Why should you go to an adult for help?
 - *After Sister and Tuffy talk outside the principal's office* — What do we learn about the way Tuffy has been treated? Be aware that some students might be mistreated by their parents. How can Tuffy stop herself from passing on to others the way she has been treated? (*Bloom: Synthesis*)
3. Ask students to turn to a partner and choose a scene from the story. Have them role play a good and a bad way to react to bullying. (*Gardner: Bodily-Kinesthetic*) Choose a student to partner with, and give the following

Comment [v4]: Necessary concept

Comment [v5]: Insightful concept

example: Let's act out what Sister should **not** have done after Tuffy beat her up. Sister tells her friends: "I'm embarrassed that this little girl beat me up. Promise not to tell anyone what happened. I'll tell my parents that I got this bruise when I fell out of the tree." (10 minutes)

4. Invite 2 pairs to perform their role play. (*Gardner: Interpersonal*) (5 minutes)
5. Remind students that each of them is a special, valuable person who deserves kindness from others. Have students return to their seats. Distribute 2 small strips of paper to each student. Ask them to write their names on both pieces. Have them write a statement of advice to deal with bullying on their two fortune cookie papers. (*Gardner: Intrapersonal*) (5 minutes)
6. Collect the pieces of paper for evaluation, then place them inside fortune cookies that the students will read and eat the next day as they prepare their posters (see closure). (5 minutes)

Comment [v6]: Very creative 😊

Closure

Tell students that the next day they will be choosing one piece of advice on bullying and make a poster out of it. They will present the posters to the school counselor, who will display them around the school for several weeks. Remind students that bullying is not a normal part of growing up. They don't have to put up with it. Reassure them that you will help them if they ever come to you about bullying. (2 minutes)

Comment [v7]: Closure is to be more student centered than teacher centered

Adaptations

ADHD / Autism: Give these students charts with two columns labeled "What Sister Should Do" and "What Sister Shouldn't Do." Instruct them to draw or write something in the columns during the book discussion on the carpet. This will provide them with a clearer focus.

High ability: During the storybook portion of the lesson, ask this student to write the students' good suggestions on their board in a format of his or her choice (e.g., list, idea map, simple sketch).

Learning disability: Have these students dictate their fortune cookie advice to another student. The student with a learning disability then meets the objective without being hampered by his or her difficulty.

Reflection

Did **all** students feel a connection to bullying, or was the exercise too abstract for some students? Did all students write the same advice on the fortune cookie slips, meaning that they did not internalize enough strategies? Did the conversation make any student visibly uncomfortable?

Resources

- http://www.teachersguides.com/images/kw_images/98602_KWbully_6-7.jpg