

Bullying Behavior: Facing Bullies with Non-Violence

Note to Teachers: Since this lesson plan does not address gun violence, you may wish to follow it with the **Gun Safety Lesson Plan**.

PURPOSE

To recognize bullying behavior and learn strategies for dealing with bullies using non-violent means.

GRADE LEVELS

Elementary

CONTENT AREAS

English/Language Arts

Theatre/Drama

Character Education

TIME

45 minutes

STUDENT OBJECTIVES

- Students will define bully and victim.
- Students will identify characteristics of a bully.
- Students will use roleplay to explore effective strategies for dealing with bullies.

STANDARDS AND BENCHMARKS

English Language Arts State Goals 4A, 4B

Fine Arts State Goals 25A, 26B

LEARNING STYLES

Verbal/Linguistic

Bodily/Kinesthetic

Interpersonal

Intrapersonal

Musical/Rhythmic

MATERIALS

Chart paper and markers

CD player and children's music CD

Blank popsicle sticks (one marked with the letter "B")

Dealing with Bullies Strategies (optional)

Bullying Sample Scenarios (optional)

VOCABULARY

Bully

Victim

ASSESSMENT

Bullying skit

ACTIVITIES

Anticipatory Set

- Ask students to list all of the behaviors that come to mind when they think of a bully. With younger students, it may be helpful to point out some popular cartoon bullies and ask students what behaviors they do that make them a bully.

Lesson:

- After sharing these lists of how bullies act and recording them on chart paper, work as a class to define a **bully**. Some possible bullying behaviors: teasing, name calling, threatening, taking property, hurting (physically or emotionally) You should also use this time to define **victim**.
- As a group, discuss these questions: How does it feel to be bullied or picked on? Why do you think bullies act the way they do? (Help students to understand that bullies often have low self-esteem, feel angry or lonely, want power, are not sure how to make friends.)
- Next, ask the group, "If a bully picked on you, what would you do?" Record their responses and be sure to emphasize nonviolent strategies for dealing with bullies, such as walking away, talking it out, sticking with friends, telling an adult, etc.
- Explain that the children are going to play a game to learn about how it feels to be bullied and some ways to deal with bullies. Divide the children into two groups and have each group form a circle, one inside the other. Pass out popsicle sticks to the children in one group (all should be blank except for the one marked with the "B"). Each child should look at his or her stick but not show it to anyone. Whoever has the "B" card will act as the bully for this round. After each round, collect and redistribute the popsicle sticks while discussing the debriefing questions below.
 - Before beginning the activity, have the two groups (facing each other) practice moving-- one clockwise and the other counterclockwise. Explain that you are going to play some music, and when the music stops, the children should stop moving and face their partner in the opposite circle.
 - Once they have the movement down, begin the activity. In the **first round**, all children with a blank card should say one nice thing about what their partner is wearing, but the bully should criticize his or her partner.
 - In the **second round**, all the children should shake hands with or pat their partners on the shoulder, but the bully should *lightly* push his or her partner.
 - In the **third round**, all the children should tell about something fun they would like to do with their partners, but the bully should make a threat about something mean he or she would like to do.

Debrief/Assessment:

- Discuss these **debriefing questions** after each round: How was the victim bullied? How do you think the victim felt? What strategy could the victim use to deal with the bully?
- Put students into groups and tell them they will be making their own mini-play to show a bully scenario and one of the non-violent strategies for dealing with bullies. With younger students, you may wish to provide the strategies (See the **Dealing with Bullies Strategies** handout) and allow them to improvise their "scene" on the spot with your assistance. With older students, you may require them to actually write out and rehearse a short script using a scenario and strategy they come up with on their own. In either case, both the **Dealing with Bullies Strategies** and a **Bullying Sample Scenarios** sheet are included in the materials for this lesson plan.
- Have students perform their skits for the class and have students identify what bullying behaviors and strategies they witnessed in each.

Suggestions for Alternative/Extension Activities:

1. In-class or in an art class, and have students create cartoons or posters depicting the scenario and strategy instead of acting them out. (These would be great as student entries into our **Student Voices Contest!**)
2. Have students visit other classrooms or younger students to perform their skits.
3. Use this as part of a week-long exploration of bullies and couple it with the reading of children's books on the topic.
4. For later elementary school students, you may wish to explore the topic of gangs as a type of bullying.