

Potential Integration:
ELA

Health

2.ICR.1.4

Recognize bullying behaviors and what to do if someone is bullied.

Materials:

- Appendix A: Bullying or Teasing Scenarios
- Appendix B: Bullying Circle
- *The Juice Box Bully* by Bob Sornson & Maria Dismody
- Student's writing notebooks

Focus Step:

Remind students that they have spent a lot of time talking about empathy and being a good friend. Sometimes being a good friend means taking action when we see someone being mean to our friends. Other times when someone is not being a good friend s/he is actually being a bully. We have also talked about teasing. Ask students to share when they think teasing become bullying. Are they the same thing?

The teacher will tell students s/he is going to read 10 different examples (Appendix A) of either teasing or bullying. If the students think what is said is bullying the students will stand up, if they think it is teasing, they will stay seated.

Teacher Input:

Define Bullying: **Bullying** is when someone **repeatedly** and **on purpose** tries to harm someone either physically or emotionally. Bullying can be verbal, physical or online and direct or indirect.

Direct Bullying = to the other person's face

- Verbal: Name calling, teasing, threatening
- Physical: Pushing, shoving, kicking, tripping
- Nonverbal: Eye rolling, ignoring, mimicking

Indirect Bullying = Behind the person's back

- Manipulation: Telling others not to be friends with someone, leaving someone out
- Gossip: Spreading rumors, talking about them behind their back
- Cyber bullying: using computers and cell phones to bully

Introduce *The Juice Box Bully* by Bob Sornson and Marie Dismody. Take a picture walk and ask students to make predictions about what they think the book will be about. Read the book and stop at appropriate times to discuss the different characters in the story.

Discuss that in a bullying situation, there are typically 3-4 different roles. (Appendix B)

- *Target*: The person being bullied. The person with the least amount of power.
 - Who was the target in the Juice Box Bully?
- *Bystander*: The person watching or observing the bullying situation taking place. The person with the power to stop the bullying.

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- Who were the bystanders in the Juice Box Bully?
- *Bully*: The person doing the bullying. The person who believes they have the most power in the situation.
 - Who was the Juice Box Bully?
- *Defender*: The bystander who steps in and takes a stand to stop the bullying and take the power away from the bully.
 - Who were the defenders that stood up to the bully?

How can a Bystander stop the bullying and become a Defender?

1. Recognize bullying when it is happening.
2. Be assertive and tell the person doing the bullying to stop or leave the target alone.
3. Be friendly to the target and invite him/her to play with you.
4. Don't join in.
5. Get help from a trusted adult.
6. Speak up.
7. Encourage others to stand up to the bully.
8. Act only when you feel safe.

Assessment:

Option 1

Return to the scenarios read during the Focus. Ask students to identify as a class who the Target, Bystander, and Bully are in each scene. In most cases, the bully and the target are identified and the bystanders/defenders are not. Talk with the students about how they might become defenders in these situations. Remind students that sometimes there may be more than one bystander, target, bully or defender.

Option 2

Ask students to choose one of the previously mentioned scenes (Appendix A) or one they have witnessed to write a narrative about how they would respond as a defender to the bully. Students should include details of what they would say and actions they would take, the sequence of what they expect to happen, and describe the feelings of the bully and target throughout the event.

Closing:

Students will share their narratives with the class and with guidance from the teacher compare how different students would respond to different situations. Students will listen to their classmates' stories and ask questions about the speaker's response to the described situation.

Appendix A

Bullying or Teasing?

1. Every day when Josh gets on the school bus Jordan sticks his foot out and trips Josh.
2. Mariah and Ashley point and laugh at Jaylen's shirt when she walks into the classroom.
3. Every time Sarah raises her hand in class Octavia rolls her eyes and says, "again?!" under her breath.
4. Cameron and Ethan are choosing teams for soccer on the playground. Every day, Isaiah is picked last or they tell him the teams are full.
5. At lunch Michael looks at Kayla's lunch and calls her a "piggy" for having so much food on her plate.
6. Every night when it is time for dinner James' brother Vincent pushes him onto the floor of their bedroom so Vincent can get to the table first.
7. Kate's sister Kylie calls her a "baby" for playing with dolls.
8. Most days during reading time, Thomas waits until the teacher is not looking and grabs Brandon's glasses off of his face and throws them on the ground.
9. Cara recently moved to a new school from another country. Whenever she talks in class, Chris laughs and announces to the class that she talks funny.
10. In the bathroom before lunch, Alex and Nikki always splash water on all of the other girls as they are washing their hands.

Appendix B

The Bullying Circle

