

Health

K.ICR.1.4

Recognize bullying, teasing, and aggressive behaviors and how to respond.

Materials:

- One by Kathryn Otoshi ISBN-10: 0972394648
- YouTube Clip – Arthur Stands Up To Bullying - <https://www.youtube.com/watch?v=2WV1fdIHLlw>

Focus:

Show the clip, Arthur Stands Up To Bullying:

<https://www.youtube.com/watch?v=2WV1fdIHLlw> This is a two minute clip – stop the clip at 1 minute and 30 seconds and ask the students to describe what kind of behaviors they saw in the video. Ask the students how did the Tough Customers were treat students in this clip? How did these students respond to this bullying? The Tough Customers finally realized that bullying was not going to be allowed in their school and they will have to change their behaviors to get attention and respect from other students. We are going to learn how to make our school a place where bullying is not allowed and where bullies are not welcome.

Statement of Objectives:

By the end of the lesson, you will be able to recognize bullying behaviors and demonstrate what you should do if you see someone bullying another person. You will also be able to explain the differences between bullying and teasing.

Teacher Input:

Teasing is to laugh at or poke fun at someone. Most people who tease are trying to joke with someone; they don't intend to hurt someone. When someone is hurt by teasing and the person doing the teasing does not stop, this becomes bullying. Bullying behaviors are trying to hurt someone on purpose more than once. Bullying can look and sound differently. Sometimes bullies try to scare people by threatening to hurt someone or someone's belongings and making people feel afraid. Bullies can use their actions to hurt people by kicking, hitting, or throwing objects at someone. Bullies may also try to make someone feel bad or lonely by not including them when the play or telling other friends to ignore someone or not share with them. Saying mean things, sharing something that is not true about someone, and calling people names are ways that bullies try to use their words to hurt someone.

It is important to stop bullying as soon as you see it. Even though you may not be the person being bullied, you need to do something about it. If you see someone being bullied it is very important to take action to stop bullying.

I am going to read a story about four friends and how these friends stopped a bully from hurting people.

Distribute paper, crayons and pencils to students prior to sharing the book "One" by Kathryn Otoshi.

I want you to listen very carefully to the words used to describe each friend.

Pause after reading the description of each character in the story ask students to draw a picture the character. Characters in the story are Red, Blue, Yellow, Orange, Green, Purple and 1.

Continue reading the story and pause for the following questions:

Is Red a bully? What did he do that leads you to believe he was a bully? How did Red's behavior make others feel? What did the other colors do when Red was bullying Blue? How did that make Blue feel - why?

Explain to students that not doing anything will rarely stop a bully. There are several options for responding to bullies and different strategies might work better in one situation than another. Share these options for responding to bullying:

1. Ignore and walk away from the situation – sometimes simply walking away will show the bully that he or she is not funny or that this behavior is not okay.
2. Say something – tell the bully that what they are doing is not okay and hurtful to others. Speaking up may also encourage others to speak up as well and let the bully know this behavior is not welcome here.
3. Tell an adult – teachers, school staff members, and parents can take actions to help the bully recognize it is wrong to hurt others and learn from their mistakes.
4. Be kind to others – if someone is being bullied, be a friend to this person and show him or her kindness and respect.

How did One respond when Red was bullying blue? How did 1 standing up to Red change the way Red treated others? How did the colors start turning into numbers? What happened when the numbers stood together? What does it mean when the book says “everyone counts?”

Assessment:

Draw a T-Chart on the board or use a T-Chart on a Smart Board. Show the pictures in Appendix 1 and read the corresponding scenario. Ask students if this is an example of bullying or not and place in the correct column of the T-chart.

For behaviors that are determined to be bullying behaviors – ask students how the character should respond to stop bullying.

Closure:

Today we learned how to recognize bullying behaviors and how to say or do something to stop bullying. It is very important to stand up for others because everyone counts.

Appendix 1

Bullying

Not Bullying

Card #1 - Adam tells Sarah that she swings fast but he swings faster.



Card #2 - Stacey is telling Alisha that a new student has funny hair and tells Alisha not to play with the new girl at recess this week and not to sit beside her during group time in class.



Card #3 - Thomas and Kegan are practicing baseball and Thomas throws the ball over Kegan's head and laughs. Thomas keeps throwing the ball away from Kegan and tells



the other boys to watch Kegan run.

Card #4 - Kelsie and Casey are playing in the block center. Kelsie laughs when Casey makes a funny face with blocks.

