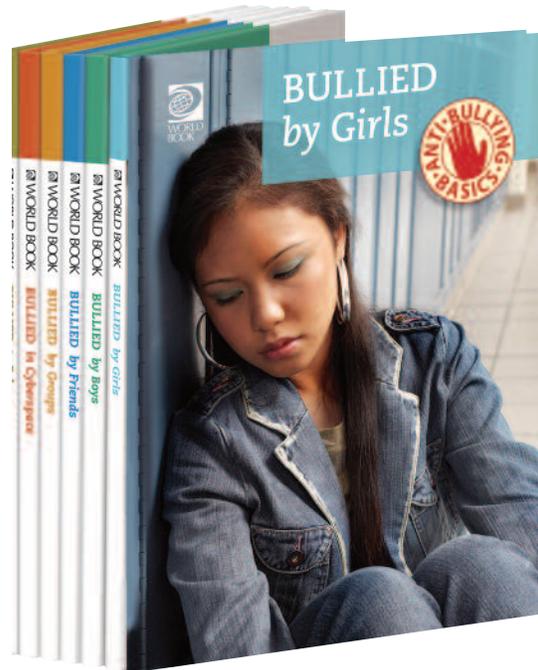


Anti-Bullying Basics Lesson Plan & Guided Discussion

This *Anti-Bullying Basics* series examines six different aspects of bullying: bullying by groups, bullying by boys, bullying by girls, bullying in cyberspace, bullying by friends, and bullying to “fit in.” Each book examines the causes and effects of a particular type of bullying and provides support and practical advice for dealing with bullies. Bullying happens everywhere in society: It often goes unchecked because of the fear it creates and because people don’t take it seriously.



Grades 5 through 8
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General Information

Name of lesson:	What Is Bullying? How to Identify & Cope with Bullying at School and at Home
Lesson Grade Level:	Grades 5–8
Additional Grade Levels:	Can be adjusted for Grades 3–4, 9–12

Instructional Setting

Instructional Setting:	<input checked="" type="checkbox"/> Single Student	<input checked="" type="checkbox"/> Small Group	<input checked="" type="checkbox"/> Whole Class
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Lesson Description and Objectives	
Objectives of Lesson:	<p>Students will:</p> <ol style="list-style-type: none"> 1. Learn how to identify different types of bullying in everyday scenarios and what behaviors constitute bullying. 2. Learn about specific situations in which they might encounter bullying and proper ways to address them. 3. Work in small groups and learn how peers might cope in tough situations. 4. Observe and identify inappropriate behaviors in day-to-day life and respond to them with an appropriate solution.
Description of Lesson:	<p>Three-part lesson:</p> <p>1) Define Bullying & Identify Different Types</p> <ol style="list-style-type: none"> a. Ask students to define bullying in an open discussion. Write their responses on the board. Find definition of bullying in the book: p. 4 (each volume) and read it out aloud, noting the similarities in the textbook definition to their responses. b. Ask students to define types of bullying. Put one or two examples on the board to start and ask for their responses in an open discussion. <ol style="list-style-type: none"> 1. Exclusion 2. Cyberbullying 3. Direct aggression (kicking, hitting, name calling) 4. Indirect aggression (spreading rumors or blaming) 5. Hazing 6. Prejudice 7. Peer pressure <p>2) Peer Group Discussion</p> <ol style="list-style-type: none"> a. Divide the students into six small groups. Give each group a notecard with one of the peer questions from <i>Anti-Bullying Basics</i>. Below are suggestions, but there are other questions to choose from in each volume. <ol style="list-style-type: none"> 1. Bullied by Boys: “Things can get a little crazy in our house. I’ve got five brothers and there’s always lots of shouting and fists flying. We’re all scared of my eldest brother. He likes to be in control and he uses his fists a lot! Mom just laughs when we show her our bruises. She says ‘boys will be boys.’ She seems to think it’s just the way boys are. Is she right?” (Suggested Answer: p. 7) 2. Bullied by Friends: “I am 11 years old. . . After school, I usually go to the park with my friends, but recently one of my friends snuck out some cigarettes and a lighter from her sister. She lit a cigarette and smoked it around me and our other friends. She was calling me names, saying I was a ‘chicken’ for not trying it. This made me feel bad. . . so I tried just one puff and hated it. I felt so disappointed with myself for giving in to her. What should I do now?” (Suggested Answer: p. 23)



3. Bullied by Girls:

“I have a big group of friends at school—we hang out on weekends and it’s great because we all like the same clothes and music. Madison’s the most popular girl—she’s really cool. But last week, Annie told me that Madison thought I was stuck up. Yesterday, I overheard Madison saying to Annie that I was ‘gay’ and a ‘loser.’ I’ve started eating my lunch alone in the bathroom. It’s terrible—what can I do to get back in with them again?”

(Suggested Answer: p. 13)

4. Bullied by Groups:

“The group of friends I hang out with has started to bully younger kids. I haven’t bullied anyone, but I’ve seen it happen. I don’t want to be disloyal. I’m also afraid my friends will turn on me. What should I do?”

(Suggested Answer: p. 43)

5. Bullied in Cyberspace:

“I went out with some guys from school. One of them took photos and videos of me doing stupid things and tagged me in them on Facebook, then put them on YouTube and sent the link to just about everyone I know. I can’t face going to school as everyone’s seen the stuff. I just know they’re laughing at me. What can I do?”

(Suggested Answer: p. 19)

6. Bullied to Belong:

“I’ve told my teacher that I’m being bullied but she doesn’t believe me. What do I do now?”

(Suggested Answer: p. 33)

- b. Have a recorder write down the group’s ideas about how they would answer/respond to their peer. Present each group’s finding to the class and discuss options for helping their peer.

3) Individual Observation

- a. As homework, tell your students to keep a journal of the bullying they witness or experience over the course of one week. Encourage them to use such words or phrases as “I felt,” “I saw,” and “I wish.” Ask them to explain what happened, why, how or if it was resolved, and identify what type of bullying it was based on the previous class discussion. Students can submit their journals and be graded based on thoughtful participation.
- b. As a follow-up, use their findings to create a spreadsheet of the types of bullying the students witnessed or experienced. Turn it into a graph to see what types of bullying are most witnessed around them or experienced by them. Discuss ways to avoid it.



Subject Areas											
Subject Area:	Health, Language Arts, Behavioral Studies										
Additional Subject Areas:	Writing, Speaking & Listening, Reading: Informational Text										
Cross Curricular Connections:	Mathematics (spreadsheets and graphs for classroom findings)										
Common Core State Standards Addressed by <i>Anti-Bullying Basics</i> Lesson Plan											
Standards:	<p>Language Standards Speaking and Listening Standards Writing Standards Reading Standards for Informational Text</p> <p>ELACC5SL1: ELACC6SL1/ELACC7SL1/ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>ELACC6L1/ELACC7L1/ELACC8L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>ELACC5W3/ELACC6W3/ ELACC7W3/ ELACC8W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.</p> <p>ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p> <p>ELACC6RI4/ ELACC7RI4/ ELACC8RI4: Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.</p>										
Assessment types:	<table border="1"> <tr> <td style="text-align: center;">✓</td> <td>Writing Samples</td> </tr> <tr> <td style="text-align: center;">✓</td> <td>Observations</td> </tr> <tr> <td style="text-align: center;">✓</td> <td>Surveys</td> </tr> <tr> <td style="text-align: center;">✓</td> <td>Journals</td> </tr> <tr> <td></td> <td>Other:</td> </tr> </table>	✓	Writing Samples	✓	Observations	✓	Surveys	✓	Journals		Other:
✓	Writing Samples										
✓	Observations										
✓	Surveys										
✓	Journals										
	Other:										
Materials Needed											
Materials and resources used by teachers and students:	World Book's <i>Anti-Bullying Basics</i> series Chalkboard or whiteboard Pens, paper Notecards Student journals										

