

Bully Prevention

Grade: 3-5

Time: 30 minutes

Materials:

- Silhouette Cut Outs
- Tape
- Bully Prevention Vision Board
- Bully Prevention Vision Board Poster
- Dry Erase Markers
- Bully Prevention Scenario Cards

Objectives:

- Students will learn and identify the different types of bullying.
- Students will develop their opinion of the levels of seriousness for different types of bullying.
- Students will learn the impact that bullying has on others.
- Students will learn facts about bullying.

Introduction:

- What is bullying?
 - Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time.
 - A child who is being bullied has a hard time defending him or herself.
- What type of impact does bullying have on others?
 - Stresses of being bullied can interfere with student's engagement and learning in school.
 - Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide.
 - Students who are bullied may fear going to school, using the bathroom, and riding on the school bus.
- Types of Bullying
 - Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).



- Digital thumbprint – Nothing can be deleted permanently off of the internet.
- Is there just one way to bully someone?
 - Let students answer
- What are some different ways people bully?
 - Let students answer
- Are all types of bullying equal? Do all types of bullying effect people in the same way?
 - Let students answer

Activity for 3rd Grade: Bully Categories

- Students will be split up into groups and will be given a stack of papers that have different scenarios on them
- As a group they will have to put each scenario into different categories (Verbal, Physical, Nonverbal, and Cyberbullying)
- Once they have split them into each category they will need to discuss as a group what are solutions that could have been made to prevent bullying as well as how one might feel if they were being bullied in this way.

Activity for 4th Grade: Silhouette Bully Rip Exercise

- Divide class into groups of 3-5 students.
- Hand out one silhouette to each group.
- Have each student write one good quality about themselves on the silhouette (Ex. I like to read, I like video games, My favorite subject is math).
- Instructor will call out a bullying scenario.
- Students will take turns ripping off a piece of the silhouette (size of ripped piece can be big or small).
- Give students a small piece of tape and have them try to put the silhouette back together.
- Explain that bullying affects people in different ways and can have lasting effects both emotionally and physically.

Activity for 5th Grade: Bully Prevention Vision Board

- Explain the Bully Prevention Vision Board.
 - Eye (See) = What does bullying look like (physical, verbal, cyber)?
 - Ear (Hear) = What does bullying sound like (physical, verbal, cyber)?
 - Heart (Feel) = How does bullying make someone feel (physical, verbal, cyber)?
 - Hand (Do) = What can you do to stop bullying?



- Divide class into groups of 3-5 students.
- Hand out one Bully Prevention Vision Board and dry erase marker to each group.
- Each group will work collaboratively on their Bully Prevention Vision Board.
- Once the groups have had time to complete their Bully Prevention Vision Board, come back as a group.
- Ask the groups to share what they put on their boards. Write out their answers on the Bully Prevention Vision Board poster.
- Then turn the poster over to the More and Less side. Write the students answers.
 - What should we do less of to prevent bullying?
 - What should we do more of to prevent bullying?

Conclusion:

Talking about bullying can be a sensitive topic that causes the group some stress and discomfort, that's okay. Let's discuss some of the things we learned today:

- What did you learn about the topic of bullying today?
- Can you think of times in your life when you or someone you know was bullied?
- How do you think being bullied makes people feel?
- If you or someone you know is being bullied what are some things that they can do for help or to stop the bullying?
- If someone started bullying you, who would you talk to about the situation? Who are some of the people that would help you?
- What does it mean to be a bystander? (Watching someone being bullied without stepping in or getting help.) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?
- Now that you know more about bullying what do you think you can do to make a difference at school? What are some ways that you could help someone who was being bullied?

Oklahoma Academic Standards – Health:

1.5.2, 1.5.3, 1.5.4
4.5.3

National Academic Standards:

1.5.2, 1.5.3, 1.5.4
4.5.3



CASEL:

Social Awareness
Relationship Skills
Responsible Decision-Making

Resources:

Activities - National Bullying Prevention Center. (n.d.). Retrieved from <https://www.pacer.org/bullying/classroom/elementary/activities/>

Kentucky State 4-H Teen Council. (2011). Bullying Awareness Lessons, Activities, and Resources. Retrieved from https://4-h.ca.uky.edu/files/stc11_bullying_program.doc_1.pdf

Tamarah. (1970, January 01). Bullying Facts and Statistics. Retrieved from <https://fightagainstabullyingnow.blogspot.com/2014/03/bullying-facts-and-statistics.html>

Embry, D. (2020). *APAX Good Behavior Game 4th Edition Initial Virtual Training*. Tulsa, OK.

