



Safety Corner

Lesson Plan

Topic: Bullying

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Colorado Academic Standards Comprehensive Health Standard 2.4.3
“Apply knowledge and skills that promote healthy, violence-free relationships.”

Learning Objective: Students will learn how to be more inclusive of everyone and demonstrate what to do when they see bullying behaviors.

21st Century Skills & Post-Secondary and Workforce Readiness: Cooperation, Collaboration

Materials: none; there is a physical activity/game called “In and Out”, which is similar to Duck, Duck, Goose. This can be played in the beginning or the end of the lesson.

Key Vocabulary: bullying behavior, inclusive

Time: 30 minutes

Synopsis

Students play an outdoor, circular game in which one of the students is designated “out” and races to be included in the circle again. This precedes a discussion on how to be inclusive, kind and confront bullying behaviors.

Consideration: The game must be played outdoors or in a large gym or cafeteria space.

Connect with Students (5 Minutes)

Students will learn how to be more inclusive of everyone and understand what to do when they see bullying behaviors.

- Key vocabulary: bullying behavior (defined in the context of the lesson)



Instructor: What are some of your favorite games to play? (Allow students to respond before sharing a game that you enjoyed playing when you were their age.)

Safety Instruction/Activity (20 Minutes)

Instructor: Today I came to share one of my favorite games with you. It's called "In and Out." First let's line up and go to (wherever you have decided to play the game - gym, rec room, playground, etc.)

Instructor: (When students are lined up) Follow me in a straight line and when we get to the space I am going to lead you around until we have formed a circle so follow the person in front of you carefully. (Lead the students to the space, form the circle and ask everyone to have a seat and sit cross-legged.)

Instructor: Here are the directions for the game. I am going to tap each person on the shoulder and say the word, either "in" or "out." If I say the word "in" when I tap you on the shoulder, relax and stay seated, you are still in the circle. If I say the word, "out" when I tap you on the shoulder - Uh-oh, you're "out." I must run all the way around the circle to your spot, with you chasing me. If I make it all the way back to your sitting spot before you catch me, then you are now "it." You then tap each of your classmates on the shoulder saying "in" until you choose someone you call "out." You then race around the circle to their seat. If they catch you, you are still "it." If they don't catch you, they are now "it." If you are "it," please choose someone who has not been chosen before, so we give everyone a chance to be chosen.

Let's try a sample game before we play for real just to check to see if everyone understands how to play the game. (Play a short game - choosing one person and answer any questions that arise before you announce it is time to play the real game. This game will take approximately 1 minute per student if you cycle through it and allow every child to be "it.")

When the game is complete, ask students to remain in their seated positions on the ground/floor while you discuss the lesson.)

Instructor: I enjoy this game because at the end of the game, there are no losers. Everyone begins in the circle and everyone ends in the circle. And when we are in the circle, we are all equal. In real life, it doesn't always happen that way.

Sometimes children try to deliberately keep other children "out." They try to keep them out of games by not allowing them to play. They try to keep them out of lunch by not sitting by them. They try to keep them out of line by not letting them get in. They try to keep them out of parties by not inviting them. They try to keep them out of activities by talking about them to other people and telling them things that are not true. They may even threaten people or try to make them feel bad about themselves.

When someone tries to hurt someone else who feels helpless against them, we call these bullying behaviors. These kinds of behaviors can hurt people's feelings and make them sad. No one likes to feel sad. Bullying behaviors can be physical, like when someone physically hits or pushes you.



Or they can be verbal - like when someone calls you names, or taunts and teases you. And they can also be psychological, as when someone deliberately excludes you or ignores you.

To be clear, if you have an argument with someone, like your sister and it doesn't end well, they may not necessarily be demonstrating bullying behaviors. Bullying behaviors are persistent. These are things people do over and over again to deliberately hurt you or make you feel embarrassed or afraid. If you see someone who is being intentionally hurtful to another person, there are things you can do. Tell the person he or she is being mean, and you don't like it.

People who intentionally hurt others are empowered when no one speaks up or says anything. They are more likely to continue doing it if everyone else seems silent and in agreement. If you were being hurt, wouldn't you want someone to speak up for you? Of course you would!

The next thing you must do is tell a teacher or other adult you trust. Let them know you are concerned about the person who is being hurt and ask the adult to help them. If you feel hurt by the things someone is saying or doing, you should do the same thing. Speak up and tell the person who is hurting you that you don't like the way they are acting, or you don't like the things they are saying.

Then tell an adult and have them intervene immediately. This takes courage because sometimes BULLYING these people may at first seem scary. But if ever there was a time to be fearless, this is it! Sometimes you feel hurt by what someone is saying or doing, but not because you feel helpless or that their actions are intended to hurt you, but rather because the two of you disagree. That's normal.

Grown-ups have disagreements too. The way we solve them is to listen to each other. If you have a disagreement with someone try this: say, "I will listen to you. And you can listen to me. We can be friends even if we disagree." Then, ask them to tell you why they are upset or frustrated and see if you can help. Sometimes the two of you may have to agree to disagree. That's okay too. Adults do that all the time.

Instructor: In the circle of school friends, no one should feel left out. Be inclusive and let everybody "in." Let everybody participate. Let anyone who wants to, join the game. Invite everybody to your party. Play with people who look, act or speak different than you. And speak up if someone tries to force someone else out of the circle of your classmates. "In and Out" is a fun game for the playground. But, no fun at all in real life!

Evaluation: Let's see if we met our learning objectives today. Name one thing you can do if you see bullying behavior, and name one thing you can do to be more inclusive.

Sources:

References www.Stopbullying.gov

Pacer's National Bullying Prevention Center. www.pacer.org

<http://www.pbis.org/school/bully-prevention>

<http://www.safeyouth.gov/Pages/Home.aspx>

<http://www.bullypolice.org/grade.html>

<http://www.tolerance.org/toolkit/anti-bullying-resources>