

# Bullying Prevention

K-4 Teacher's Guide

Integrating Higher Level Thinking and Literacy Skills into Bullying Prevention



Created by



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# Forward by Dr. David M. Hall

“I was bullied from 1st all the way to 5th grade... [The] scars from all those years of bullying are still there. I was a very quiet and shy kid, so I guess that made me an easy target, and I was treated pretty much like dirt... When I got a little older I became depressed a lot and I never knew why. By the time I was 15 I realized I was feeling so depressed because I hadn't gotten over being bullied and I realized that I need to come to terms with that in order to move on with my life.”

*~ Marisela, now 17 years-old, reflects on being bullied in elementary school*

Sadly, too many children have experiences similar to Marisela. **In fact, every day 150,000 children across our country do not go to school due to fear of being bullied.** Children who are bullied have health complaints, decreased academic achievement, higher truancy rates, depression, anxiety and loneliness.

**Too often the results of bullying can be tragic.**

Fortunately, the United Way of Lackawanna and Wayne Counties is dedicated to breaking down the walls of isolation too often caused by bullying.

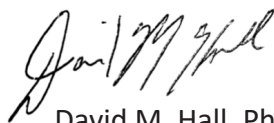
The reality is that adults can do a lot to create a climate that significantly reduces bullying and aggressive behavior in schools. Thanks to the leadership and dedication of the United Way of Lackawanna and Wayne Counties, research-based bullying materials are being placed directly into the hands of talented and caring teachers across Northeastern Pennsylvania. These resources in the hands of so many dedicated and caring teachers can not just enrich but even save lives.

At the same time, we recognize that many teachers are under significant pressure to increase standardized test scores and improve critical thinking among students. As a result, we have numerous teachers and school administrators asking for bullying prevention resources that also meet school objectives for increased standardized test scores. The Innovative Learning Institute is proud to partner with the United Way of Lackawanna and Wayne Counties to provide this valuable resource.

The Innovative Learning Institute brought in two leading experts in bullying prevention and effective integration of higher level thinking and literacy skills into the curriculum: Dr. Nicole Yetter and Mrs. Meg Burke, developers and editors of this manual. Their outstanding work created the **Bullying Prevention K-4 Teacher's Guide: Integrating Higher Level Thinking and Literacy Skills into Bullying Prevention.**

We are proud to be working with so many outstanding educators in providing this resource. We believe that this will prove to be an outstanding resource in their daily efforts to create a safer school environment while providing children with the higher level thinking skills for a 21st Century classroom.

Sincerely,



David M. Hall, Ph.D.  
President, Innovative Learning Institute

## About Dr. David M. Hall

Dr. David M. Hall, a teacher by training and profession, is a nationally recognized educator, distinguished corporate trainer, CNN blogger on bullying prevention, author and professor. His teaching awards range from his high school students naming him Most Creative Teacher to GLSEN honoring him with their Educator of the Year Runner-Up Award. As the founding Co-Chair of Out & Equal Philadelphia, and co-creator of the Transgender Workplace Inclusion Scale, he has worked on transforming workplace culture for a 21st century economy. Dr. Hall is the author of *Allies at Work: Creating a Lesbian, Gay, Bisexual and Transgender Inclusive Work Environment* as well as the editor of *Taking Sides: Family and Personal Relationships*, a college text. For iPhone and Android users, Dr. Hall has created apps such as *BullyShield* and *Allies at Work*. Dr. Hall, the recipient of teaching and humanitarian awards at the national, state and local levels, has been teaching about bullying prevention at the graduate level for more than 10 years. David M. Hall Associates has a 1.5 year contract as the Advanced Diversity Provider for the NCAA. Dr. Hall has provided diversity training and workplace bullying programs for a wide array of companies and institutions including Target, Exxon, JP MorganChase, BlueCross BlueShield of Florida, Safeway, The Hershey Company, Wharton School of Business and many others.





# Grade K Lesson Plan:

## Help! A Story of Friendship

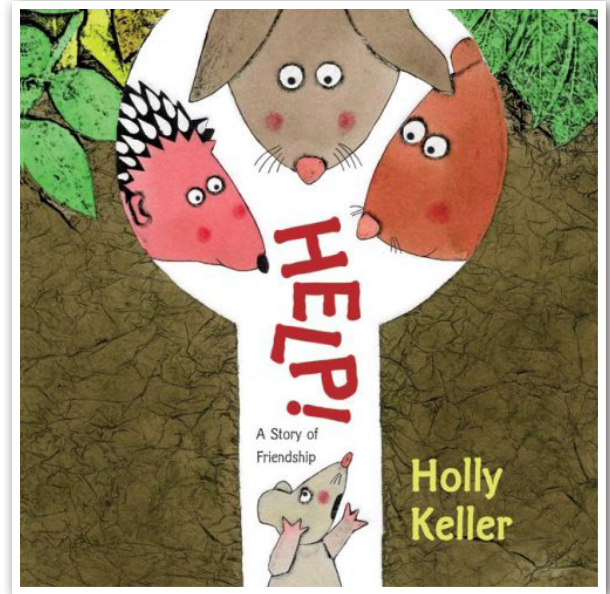
**Grade Level:** K

**Text:** *Help! A Story of Friendship* By Holly Keller

**Length of Lesson:** 30 - 35 minutes

### **Instructional Objective(s):**

- Students will define what it means to be a true friend.
- Students will define gossip and discuss how it can affect/hurt others.
- Students will discuss how our perceptions of people and things can sometimes be misleading and how our perceptions can change and positively impact others.



### **Learning Standards:**

- ✓ Reading Literature 1.3
- ✓ Speaking and Listening 1.5

### **Materials:**

- Smart Notebook, PowerPoint, Google Slides, etc...
- *Help! A Story of Friendship* by Holly Keller



### **Before Reading Activities: Approximately 5 minutes**

1. Ask students to sit in a learning circle and tell students that you are considering buying a new pet for your classroom and that you need “help” picking out the best pet.
2. Tell students that you are going to say the name of three possible pets, and each time you say the name of one of the pets, they are to hold up a thumbs up or a thumbs down.
3. Remind students that it is extremely important to not make any noises or share their responses out loud so that others are not persuaded to respond the same way.
4. Tell students they are not to show their responses of a thumbs up or a thumbs down until you say, “Help!”.
5. Say “Mouse” first and then say “Help!”, count the number of thumbs up and thumbs down and record this number on your board next to the word Mouse. Do not show a picture of a mouse as to not persuade students to vote one way or another. Say “Hedgehog” next and continue with the same directives above. If students do

not know what a hedgehog looks like, ask for assistance in describing it from student responses. Say “Snake” last and continue with the same directives.

6. At the end of the activity, ask students to “analyze” the responses and help them count the pet that the class likes the best and the least.
7. Ask students how the pet who was voted the “best” must feel and the pet who was voted “least” must feel.
8. Tell students that you are going to read aloud to them a story called “Help!” and show them the front cover.

**Do not front load any information about the book. Simply ask students to think about how the characters in the book feel and to consider why they might feel/act the way they do.**

### **During Reading (Read Aloud) Approximately 10 - 15 minutes**

Begin reading the book and guide student thinking by asking the following questions:

1. *Pages 1 - 2:* Why is Mouse crying if Snake is his friend?
2. *Pages 3 - 4:* Hedgehog tells Mouse that it’s “silly gossip.” What is gossip and how can it affect/hurt others? (**Definition of gossip:** a person who repeats stories about other people. 2: talk or rumors involving the personal lives of other people).
3. *Pages 5 - 6:* What caused Mouse to not pay attention to what Hedgehog was saying and what happened as a result of Mouse not paying attention? (Mouse was too worried about Snake and was nervous so he looked everywhere but his feet and fell).
4. *Pages 7 - 8:* What happened to Mouse? Who is still trying to help him? (Mouse fell down into a hole and hurt his foot and can’t climb out. Hedgehog is still trying to help him by looking for “help” and keeping him calm).
5. *Pages 9 - 10:* Who walks by and why does this character refuse to help? (Squirrel walks by and refuses to help because she is too scared of the dark/spiders).
6. *Pages 11 - 12:* Another animal walks by and refuses to help, what does this animal suggest and why can’t Hedgehog help? (A rabbit walks by and refuses to help because the hole is too deep and rabbit couldn’t hop out. Rabbit suggests that Hedgehog help, but Hedgehog cannot help because his back is too prickly).
7. *Pages 13 - 14:* Surprisingly, who appears in “wishywashywishy” way through the grass and why might it not be a good idea for this character to help Mouse? (Snake appears in the grass and even if Snake offers to help, it might not be a good idea because the characters (including Mouse) are afraid of Snake because of all the ***gossip*** they heard).
8. *Pages 15 - 16:* Look at Snake’s face, why might Snake feel the way he does? (Snake’s face looks sad because Snake had no idea the other animals were saying things about him and that Snake was the reason why Mouse fell down the hole in the first place).
9. *Pages 17 - 18:* What does Snake decide to do and how does this make Snake a good friend? (Snake decides to help Mouse anyway because Snake wants to help his friend Mouse regardless of what others might have said/how they feel because it is the right thing to do).
10. *Pages 19 - 20:* How do all the characters work together to help Mouse? (All the characters listen to Snake and as a result, they come up with a plan to save Mouse).
11. *Pages 21 - 22:* As Mouse is lifted out of the hole, he has no idea who is holding the stick. How do you think Mouse will feel/respond when he sees Snake? (Mouse might feel surprised/scared, but then he might feel bad because Snake helped Mouse even though Mouse was afraid of Snake).
12. *Pages 23 - 24:* Were your predictions correct? Use evidence from these pages to support your response.

(Yes my predictions were correct because once the characters tell Mouse it was Snake who saved him, Mouse “gasps” and turns “a deep shade of pink” {showing he is embarrassed} after Snake states, “I would never hurt you.”)

13. *Pages 25 - 26:* What do you think Mouse should do after he is rested and feeling better? (Mouse should probably thank Snake and apologize for listening to gossip).
14. *Pages 27 - 28:* Were your predictions correct? Use evidence from the text to support your response. (Yes, Mouse is bringing Snake flowers to show his appreciation and as an apology).
15. *Page 29:* Based on the picture, how do Mouse and Snake feel now? (Mouse and Snake are friends and Snake forgave Mouse because Mouse made a mistake by listening to things that were not true about his true friend, Snake).

### **After Reading: 5 minutes**

1. How did Snake overcome gossip, rumors and the character’s perceptions of him? (Even though Snake was upset when he heard what the other characters said about him, he knew that Mouse was his friend and needed help).
2. Aside from Snake, who else tried to help Mouse understand that what the other characters were saying about Snake were not true? (Hedgehog tried to help Mouse from the very start).

### **Closure: Approximately 5 minutes**

Direct students back to their responses at the beginning of the lesson. Tell them that we are going to have a “re-vote” now that we know more about the characters in the book. We know that Snake isn’t as “scary” as we once thought and that Mouse just made a mistake and that Hedgehog is a loyal friend. Ask them to hold up a “thumbs up” or a “thumbs down” as you call out each pet again. Remind them to only show their responses after you say “Help!”. Call Mouse first, Hedgehog second, and Snake last. Tally the responses and hopefully they should have changed (there may even be a tie between all the pet choices!) Explain to students that each of these characters would make a good class pet and that even though we aren’t really getting a new class pet, these characters taught us all an important lesson about friendship and gossip.

### **Extension Activities**

- ✓ Purchase stuffed animals of each of these characters and have students connect to their character traits as you read other books this year.
- ✓ Have students draw a picture of a flower, color it, and cut it out. Encourage them to give this flower to someone who needs it to show that you care about them.

### **Additional Picture Books**

- *Bully* by Patricia Polacco
- *Hooray for Wodney Wat* by Helen Lester
- *Pinduli* by Janell Cannon
- *Spaghetti in a Hotdog Bun* by Maria Dismundy
- *Stand Tall* by Molly Lou Melon
- *The Juice Box Bully* by Bob Sornson and Maria Dismundy
- *You’re Mean Lily Jean* by Frieda Wishinsky



# Grade 1 Lesson Plan: I Like Myself

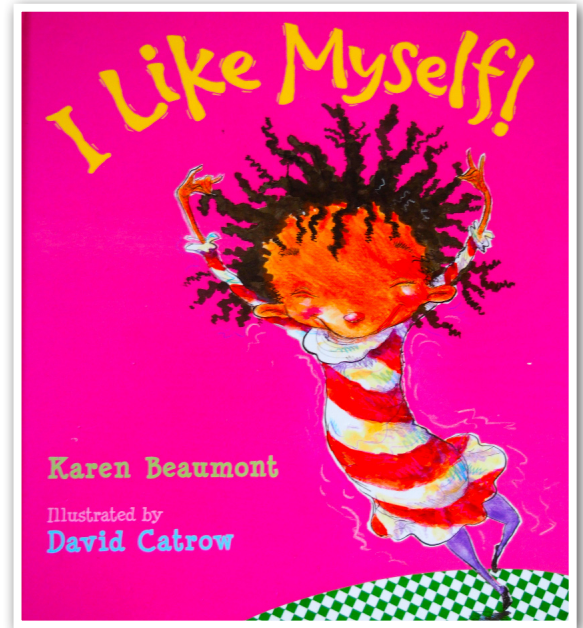
**Grade Level:** 1

**Text:** *I Like Myself* By Karen Beaumont,  
Illustrated by David Catrow

**Length of Lesson:** 30 - 45 minutes

## **Instructional Objective(s):**

- Students will define and conceptualize self-esteem.
- Students will discuss the impact of having a positive view of themselves and how that positive view can affect their lives.
- Students will compare their perceptions of themselves to the protagonist in the text.
- Students will write an “I Am Me Poem” to showcase their positive attributes.



## **Learning Standards:**

- ✓ CC.1.3.1A-B-C
- ✓ CC.1.2.1.G
- ✓ CC.1.3.1.H
- ✓ CC.1.4.1.W
- ✓ CC.1.5.1A-B-D
- ✓ CC.1.5.1.E - F-G

## **Materials:**

- Smart Notebook Dice or a set of Dice
- *I Like Myself* by Karen Beaumont
- Sharing Tool (Ball, Stick, etc.)
- Mirrors (small handheld mirrors work best)
- Small Whiteboards/Markers or Sticky notes/Markers
- Handouts A and B (pages 9 and 10)



## **Before Reading Activities: Approximately 5 - 8 minutes**

1. Using the text dice on Smart Notebook (or a small set of dice), have students go up and roll a single die and reveal that number of traits that traditionally would be viewed negatively (Ex: If the student rolled a “2” they might say messy hair and sloppy clothes).
2. After each dice roll, ask students to show a thumbs up, thumb sideways (maybe), or a thumbs down if they think that the trait or trait(s) being shared is/are positive traits or qualities as viewed by others (including themselves). Sample Responses: “Messy hair could be a ‘sideways thumb’ because in some current trends messy hair is ‘cool’.”

3. Show students the front cover of the book *I Like Myself* and ask them to predict whether or not the main character on the front cover looks proud/happy about her characteristics/traits or if she looks sad/unhappy.
4. Tell students that you are going to read a book to them about this main character and that as you read they need to pay close attention to places/times when the main character is proud/happy about herself and times when she is sad/unhappy about herself. Remind students to also pay attention to the people and things around her. Ask students if these people/things express the same emotions as the main character.

**Do not “front load” details about the story. Allow students to visualize, explore and connect to the text independently.**

### **During Reading: (Read Aloud) Approximately 10 - 20 minutes**

As you read the text to students, be sure to stop and ask students these guided questions:

1. On the first two pages of the story, what word would best describe how the main character feels? How do her feelings compare to the people and things around her? (Be sure to point students’ attention to the dog on the first page and to the baby, the policeman, the dog above the policeman, the man in the black hat and the blue man in the bottom right).
2. On page 3, ask students what the cat on the sofa might be proud of even though he is not smiling? Ask them to clarify and explain their thinking and to consider the ways the main character feels. What could the cat “like” about itself if it took some time to think about it? (Sample responses: Its fur, its whiskers, its stripes, its nose, etc...)
3. On page 4, ask students what might make the lion shed a tear when the main character states, “I like me wild, I like me tame, I like me different and the same.” (Sample responses: The lion might be crying because it is happy that someone also likes to be wild/tame, but most people are still afraid of lions and see them as mean when they really are not).
4. On pages 5 and 6, ask students to list some qualities or expression words that best capture how the main character and the dog are feeling. Does it seem like they are having fun even though they are taking risks flying in rockets and in x-rays? (Sample responses: Some words might be adventurous, crazy, funny and they are having a ton of fun because they are not afraid of things that most people are afraid of, instead they are doing things together and enjoying themselves).
5. On pages 7 - 8, the main character states that “me is all I want to be” and “I don’t care in any way what someone else may think or say.” Ask students to hold up a thumbs up, thumbs sideways, or a thumbs down if they think it is sometimes hard to not care what people think. Call on a few students to explain their thinking and to connect their own thinking to the text and to the main character. (Sample responses: Sometimes it is hard to not care what people think or say because I may be different and they may laugh at me. The main character is not around other kids her age and she is not in school, and her dog doesn’t talk back, so she is probably more comfortable than most kids). Be sure to clarify that the main character is comfortable and is having fun because she is confident and happy with her own unique self. This is called having **self-esteem**.
6. Continue reading until the end of the book, and ask students to pay attention to all the things that add to the main character’s self-esteem. Ask students if any of these things are things that they may have shared in the beginning activity using the dice.
7. Reread the following parts aloud: “I’d still like me with fleas and warts...with hippo hips and purple polka-dotted lips...with stinky toes...and horns protruding from my nose...I still would be the same you see...I like myself because I am\_\_\_\_\_”. Be sure to leave out the last word and ask students to repeat the word that they think fills in the last line. Ask students to shout the word as you read the very last line again, “I like myself because I am....” (Students should yell, “ME!”).

### After Reading: Approximately 10 minutes

1. Tell students that now they are going to feel like the main character by looking at themselves for 30 whole seconds in a mirror. During this time, they are not allowed to make noises or speak to one another. They are only allowed to really look closely at themselves. Encourage them to try to find something they never noticed before (a freckle, a wrinkle, a new tooth, etc...).
2. At the end of 30 seconds, students will need to think of three or more things that they like about themselves, something that they are very proud of. Be sure to remind students that there is no right or wrong answer. Once students know what they like, redirect them to look back into the mirror and say the following: "I'd still like me with fleas and warts...with hippo hips and purple polka-dotted lips...with stinky toes...and horns protruding from my nose...I still would be the same you see...I like myself because of my \_\_\_\_\_".
3. After they tell themselves something that they like about themselves, have students share outloud their traits. As students are sharing out, record their responses on a Smartboard or on the front board. This will create a word wall for students to reference.
4. Next, have students use a whiteboard marker to write what they like about themselves on the mirror. Students can also write what they like about themselves on a sticky note and post it on the mirror or the front cover of the book or on the front board.

### Closure: Approximately 5 - 10 minutes

Ask students what the main character may have written on her mirror and if it is the same as the things they wrote on their mirror/sticky note. Re-explain to students that the main character had a lot of confidence and pride in who she was, even if she was different from others in the book like the cat, the dog, the police officer, etc. This confidence led the main character to have a high self-esteem. In life, it is important to take pride in who we are even if we are different from others. If we continue to be proud of who we are, we not only feel happy inside, but we make other people feel happy too.

### Extension Activities and Paired Texts:

- ✓ "I Am Me Poem" (Handout A)
- ✓ "I Like Me Mirror" (Handout B - Directions: Draw a picture of yourself in the mirror and write something positive about yourself on the handle. {i.e. I'm smart, I'm funny, I'm kind, etc.})
- ✓ *I'm Terrific* by Marjorie Weinman Sharmat
- ✓ *The Important Book* by Margaret Wise Brown. This activity celebrates how special and "important" each and every one of us is and the positive impact we make on the world!



# I Am Me Poem

I Am ME!

There is no one else I would rather be!

I like my \_\_\_\_\_

I like my \_\_\_\_\_

I Am ME!

There is no one else I would rather be!

I like my \_\_\_\_\_

I like my \_\_\_\_\_

I Am ME!

And me is all I want to BE!

HANDOUT B

I Like Me!

I'm



# Grade 2 Lesson Plan:

## Stand in My Shoes

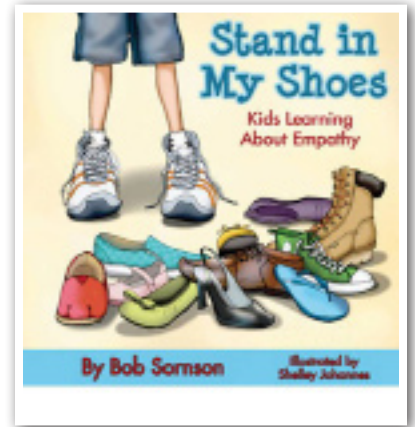
**Grade Level:** 2

**Text:** *Stand in My Shoes* By Bob Sornson,  
Illustrated by Shelley Johannes

**Length of Lesson:** 45-50 minutes

### **Instructional Objective(s):**

- Students will be able to demonstrate knowledge of what it means to have empathy.
- Students will be able to name and recognize the behaviors associated with being empathetic.
- Students will be able to compare and contrast the behaviors associated with showing empathy and showing unkindness.



### **Learning Standards:**

- ✓ CC.1.3.2A-B-C
- ✓ CC.1.2.2.G
- ✓ CC.1.3.2.H
- ✓ CC.1.4.2.W
- ✓ CC.1.5.2A-B-D
- ✓ CC.1.5.2.E -F-G

### **Materials:**

- *Stand in My Shoes* by Bob Sornson (2013)
- Butcher paper
- Pencils, crayons, markers, etc...
- Easel, Whiteboard, Smart Board, etc...
- Chart paper
- Handout C (page 14)



### **Before Reading Activities: Approximately 5 - 8 minutes**

1. Call students to sit in a circle so everyone can make eye contact.
2. Display the word "Empathy" and ask students to sound out the word letter by letter.
3. Ask students by a show of hands or thumbs up/down/sideways if they have ever seen or heard a word this big before. Engage students in a brief Q and A allowing them to share out any experiences or encounters with this word.

4. Next, show the students the front of the book and explain to them that in this book a young girl learns what it means to have empathy. Tell students that empathy is showing care or concern for others.
5. Ask students to look at their shoes and then look again at the cover of the book. Ask students to identify what their shoes and the cover have in common. (Anticipated student responses: shoe colors, sizes, etc.)
6. Ask students to imagine what it would be like to wear the pair of black high heeled shoes on the front cover for an entire day? How would it feel? Record student responses around the word "Empathy" that was displayed at the start of the lesson.
7. Tell students that the first part of showing empathy is being able to step into another person's shoes and understand their feelings (what it feels like to be that person). The second piece of being an empathetic person is responding appropriately to people. Today we will read a book about showing empathy and kindness to one another. As we read, pay close attention to the main character and how she responds to other characters. The way she responds can be seen in the illustrations of the book (remind students that pictures are also called illustrations and help to show us as readers what a book is about).

### **During Reading (Read Aloud) Approximately 10 - 20 minutes**

As you read the text to students, be sure to stop on the following pages and ask students the guided questions:

1. *Pages 4-5:* Look at Emily's expression and the expression of her sister. How do you think Emily is feeling after her sister tells her to "scram" because she is studying for a test?
2. *Pages 6-9:* Emily is described as "grumpy" when she leaves her sister's room and notices that her dad spilled some coffee grounds and didn't look very happy either. Emily's dad states that he has a big presentation and needs to go (so he is most likely in a hurry). Emily realizes that her dad, like her sister, are both feeling sad. Rather than feel grumpy, Emily decides to help her dad by cleaning up the coffee grounds. How does her dad respond and what does this show us about Emily's character? Use the illustration to help guide the conversations.
3. *Pages 10-11:* Notice that the weather is a bit rainy and "drizzling" which sometimes makes for a "not nice day" and to add to the "not nice day," Emily notices something happening. Look at the illustrations on pages 10 - 11, what do you notice that is "not nice" and what does Emily do to make the situation "better" or "nicer?"
4. *Pages 12 - 21:* Challenge students to continue to pay attention to the "not nice things" happening in the book and Emily's responses to them. After reading to page 21, go back to pages 12 - 13 (teacher/Emily), pages 14-15 (cafeteria helper/Emily and art teacher/Emily), pages 16 - 17 (Tommy and Samantha), pages 18 - 20 (Mr. Peterson) and ask students what they noticed about Emily. Explain to students that Emily responded to others with kindness and understood what it was like to "walk in someone else's shoes" just like we talked about in the beginning of the book.
5. *Pages 22 - 30:* Prior to finishing the book, ask students to predict what will happen when Emily gets home and sees her sister. Ask students to clarify their predictions by using examples from the text that were previously discussed. Go back to each page and ask students to pay attention to the character's facial expressions (pages 22 - 23: Emily's face and her mom's face, how those facial expressions change on pages 24 - 25, 26 - 27, 28 - 29).
6. Before you turn to page 30 (the last page of the book), show students the very first page when Emily and her sister were talking and Emily first hears the word "Empathy." Ask students to recall how Emily felt. Then show students the last page of the book (page 30) and re-read the following lines, "It sounds like you enjoy that feeling." "Yes, I do," replied Emily.

Ask students what feeling(s) Emily enjoys and possible reasons why she enjoys it.

7. Refer back to the word "Empathy" that was posted on the board and the words that were written around it. Ask students if any of these words best fit how Emily feels at the end of the book. Place stars around these words so that they stand out and can be referred to for the closing.

### After Reading

1. Show students the front of the book again and tell them that Emily truly learned what it meant to walk in someone else's shoes. Sometimes walking in someone else's shoes may feel uncomfortable (just like it would feel if we walked in high heeled shoes all day), but when we choose to respond to someone with kindness, it helps them to feel "better."
2. Distribute Handout C of the shoe cut out and have students illustrate a time when empathy was shown to them. Have them choose words from the words around the word "Empathy" that has been displayed throughout the lesson and record them around their illustration. Challenge students to include other words that they know that may not appear on the board.

### Closure

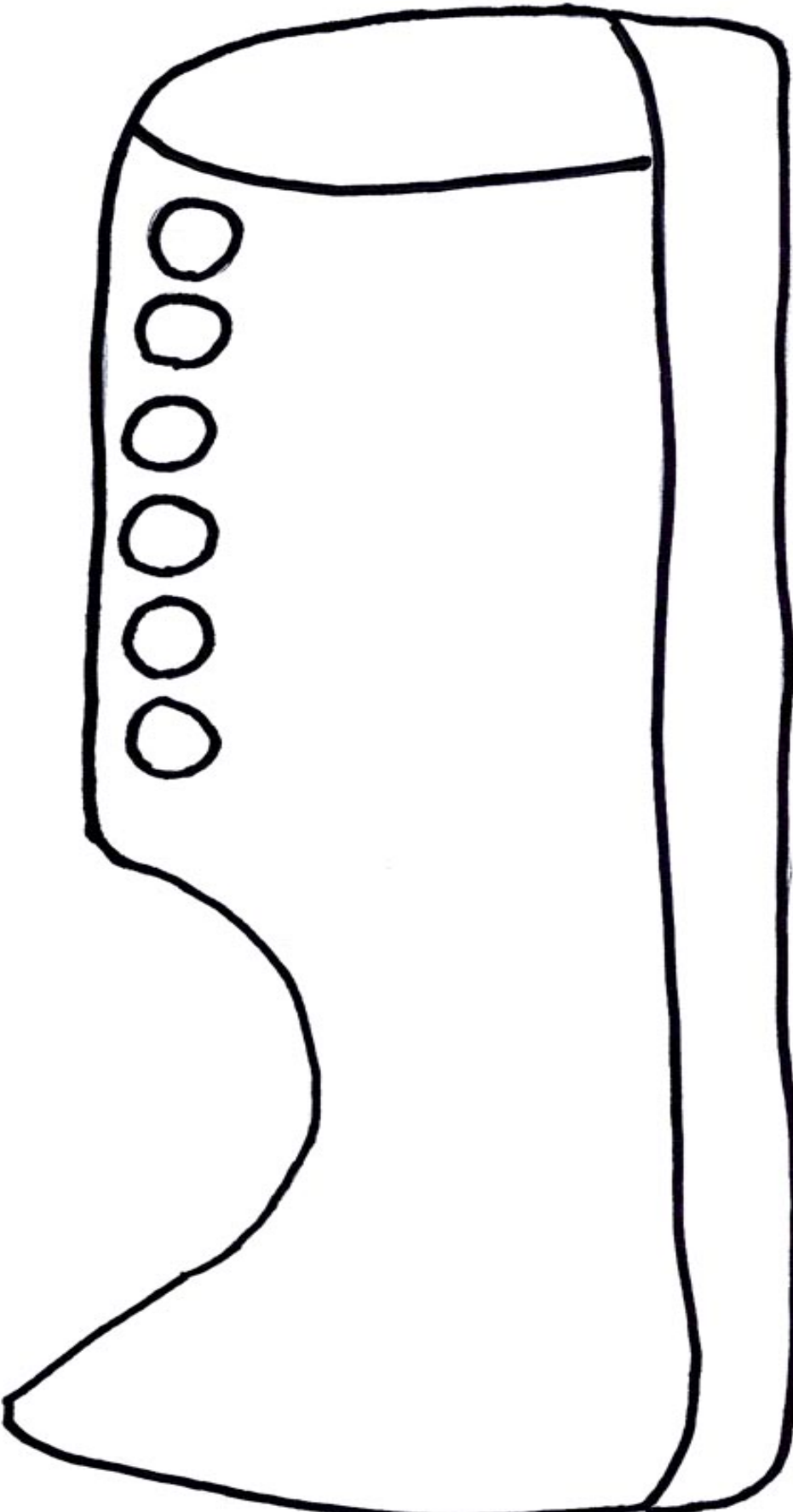
1. Bring the class back together and have them share out a few of their illustrations/words. Remind students that showing empathy takes practice and it is something we will "step up to" together through kindness and understanding (just like Emily).
2. Collect all student work and display it on a bulletin board or on a banner in your room with the slogan, "We are Stepping Up to Empathy."

### Extended Thinking/Learning

- ✓ As you continue to read more stories (balancing literature and informational texts), refer back to this story and have students compare/contrast other characters or real life people to Emily.
- ✓ Make additional footprint cut-outs and leave them near the bulletin board or banner for students to take when they show acts of empathy or kindness. Post these footprint cut-outs on the bulletin board/banner throughout the year.
- ✓ Take a picture of the bulletin board/banner and send it out to parents/guardians with a footprint handout/attachment and encourage families to step up to empathy and kindness together and turn these moments in to add to the bulletin board/banner. (This can also become a school wide initiative under the theme of "Our School Steps Up To Empathy").



HANDOUT C



# Grade 3 Lesson Plan:

**Grade Level:** 3

## Say Something

**Text:** *Say Something* By Peggy Moss, Illustrated by Lea Lyon

**Length of Lesson:** 45-50 minutes

### Instructional Objective(s):

- Students will be able to define the terms **Aggressor/Bully, Target/Victim and Bystander.**
- Students will be able to demonstrate knowledge of what it means to be the **Aggressor/Bully, Target/Victim and Bystander.**
- Students will be able to name and recognize the behaviors associated with being the **Aggressor/Bully, Target/Victim and Bystander.**
- Students will be able to compare and contrast “meanness” and “bullying” by reading the text by Peggy Moss, *Say Something*.

### Learning Standards:

- ✓ CC.1.3.3A-B-C
- ✓ CC.1.2.3.G
- ✓ CC.1.3.3.H
- ✓ CC.1.4.3.W
- ✓ CC.1.5.3A-B-D
- ✓ CC.1.5.3.E -F-G

### Materials:

- *Say Something* by Peggy Moss
- “Red- A Feeln Original Short Film” from YouTube (<https://www.youtube.com/watch?v=jL9CSuKfeoM>)
- Butcher Paper/Chart Paper/Pencils/Crayons/Markers, etc...
- Easel, Whiteboard, Smartboard, etc.
- Notecards with the words **Aggressor/Bully, Target/Victim and Bystander** written on the front of them. Be sure to create enough note cards for each student in the room so that every student in the room has a notecard with one of these words on them. These will be distributed during the after reading instruction.





## Before Reading Activities: Approximately 5 - 8 minutes

1. Tell students that today in class we are going to be talking about all kinds of people who they may or may not encounter in life. These types of people are called the Aggressor/Bully, Target/Victim and Bystander.
2. Write these words on your Smartboard, Whiteboard, or butcher/chart paper and ask students to brainstorm a list of definitions or characteristics associated with these types of people.
3. Then explain to students that the
  - a. **Aggressor/Bully** is the one doing the bullying behavior
  - b. **Target or Victim** is the person being bullied.
  - c. **Bystander** is the person watching/seeing the bullying happen.
4. Tell students that they are going to watch a short film called "Red-A Feeln" (<https://www.youtube.com/watch?v=jL9CSuKfeoM>) and as they watch the film they are to pay close attention to the different types of people in the film. Encourage them to "count" the number of Aggressors/Bullies, Targets/Victims, and Bystanders.
5. After viewing the film, ask students to hold up the number of people they think are the Aggressor/Bully and encourage them to explain their thinking by using the definitions shared in class and the character traits written underneath each term (remember these were shared in the beginning of class and should be displayed throughout the lesson for students to reference). Then ask students to hold up the number of people they think are the Target/Victim and encourage them to explain their thinking. Ask students how many Bystanders there are and encourage them to explain their thinking. Finally ask students who they think made the most important decision in the film and how that decision helped someone else. Explain that the person who helped (basketball player who dyed his hair red) was a Bystander who did something to help the Target/Victim. Ask students to think about whether or not this decision was hard for the Bystander to do and explain that as Bystanders in situations similar to this, we can have a powerful/positive/important impact on a bullying situation.
6. Next, show students the cover of the book *Say Something* by Peggy Moss and ask them to hold up the number of characters they think are the Aggressor/Bully, Target/Victim and Bystander(s). **Be sure not to front load or tell students what the story is about. Instead, have students start to think about who some of these characters may be based on their expressions/behaviors (the Aggressor/Bully, Target/Victim and Bystander(s)). Ask students to think about the film that was shown and whether or not the people involved in the film are similar to the characters on the front cover.**

## During Reading: (Read Aloud) Approximately 10 - 20 minutes

1. Encourage students to think about who the characters are throughout the story. Distribute handout D and have students record next to each person whether or not they are the A/B (Aggressor/Bully), T/V (Target/Victim) and/or B (Bystander). Tell students that throughout the book, these characters may change from one role to the next and to pay careful attention to these changes in character.
2. Read about each "kid" and pause before the next "kid" is introduced. Be sure to give students time to process/think/respond to the type of person this "kid" is as you are reading.
  - *Pages 1 - 6: Kid #1* - Green sweatshirt, head down, does not say hello (T/V)
  - *Pages 1 - 6: Main Character "I"* - does not pick on him and feels sorry for him (B)
  - *Pages 7 -10: Kid #2* - Called names, pushed (T/V)
  - *Pages 7 - 10: Main Character "I"* - does not say those things/walks on other side of hall (B)
  - *Pages 11 - 14: Kid #3* - girl who rides bus and sits alone (T/V)
  - *Pages 11 - 14: Main Character "I"* - does not laugh/does not say anything (B)

- Pages 15 - 24: **Main Character "I"** - sat alone, laughed at, crying, wished to disappear (T/V)  
Note change in character
- Pages 25 - 26: **Students** - felt sorry, did not say anything (B)
- Pages 27 - 28: **Big Brother** - Kids didn't do anything (B)
- Page 29 - 30: **Girl on Bus and Main Character** (Friends)

### After Reading: Approximately 8 - 10 minutes

Have students gather in small groups and share out their responses. Be sure to encourage students to engage in an active conversation about how they labeled each character. Tell all groups that they must come to a consensus about each character before we come back together as a class and share our thinking. Review answers as a whole class discussion.

### Closure: Approximately 5 - 8 minutes

1. Call students back to their individual seats and distribute notecards to each student in the class so that each student has a note card that has a label on it (Aggressor/Bully, Target/Victim, Bystander).
2. Have students consider what it feels like to be the label on the front of their card.
3. Have students reflect on the events in the story and highlight how the main character in the story changed from a bystander (who did nothing), to a target/victim, to a bystander (who did something).
4. Have students record on the back of the notecard the following sentence: I am a/an \_\_\_\_\_ and I will \_\_\_\_\_. Have students fill in the first blank with the label on the front of their card and the last blank with something positive that could be done to change the label's role. (For example, I am an Aggressor/Bully and I will talk to someone about why I treat people the way I do. I am a Target/Victim and I will no longer accept being treated poorly because I am different. I am a Bystander and I will stand beside anyone who is being bullied and get help from an adult).
5. Have students stand up one by one and read the back of their cards to the class. At the end of class, display the cards around the room as a reminder for them to always "Say Something" and stand up to bullying.

### Extended Learning

- ✓ Read *The Bully Blockers Club* by Teresa Bateman  
<https://www.youtube.com/watch?v=7EI09O2NDJM>
- ✓ Create your own **Say Something** Video. Here's an example:  
<https://www.youtube.com/watch?v=wzMWmMWKVKE>
- ✓ Read *The Juice Box Bully* by Bob Sornson  
<https://www.youtube.com/watch?v=oqJyaNP9jxk>



## Say Something - by Peggy Moss

Name: \_\_\_\_\_

Directions: As your teacher reads aloud the story, identify each character below as a/an:

- **A/B Aggressor/Bully**
- **T/V Target/Victim**
- **B Bystander**

**Note:** Some characters can have more than one label especially if they change in the story.

Character	Label(s)	What My Group Thinks
<b>Kid #1</b> - Green sweatshirt, head down, does not say hello		
<b>Main Character</b> - In the beginning of the story and at the end of the story		
<b>Kid #2</b> - Called names, pushed		
<b>Kid #3</b> - Girl who rides bus and sits alone		
<b>Students</b> at the end of the book		
<b>Brother</b> at the end of the book		

# Grade 4 Lesson Plan:

## My Mouth Is A Volcano

**Grade Level:** 4

**Text:** *My Mouth Is A Volcano* By Julia Cook, Illustrated by Carrie Hartman

**Length of Lesson:** 30 - 45 minutes

### **Instructional Objective(s):**

- Students will solve classroom problems constructively through class discussions and role play.
- Students will be able to identify interrupting behaviors and strategies to handle these behaviors.
- Students will be able to analyze how interruptions can have both positive and negative effects.
- Students will problem solve different interruption situations and decide as a group how they can be resolved.

### **Learning Standards:**

CC.1.3.4A-B-C

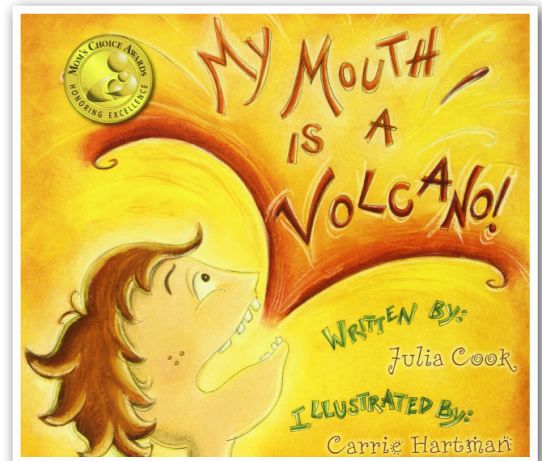
CC.1.2.4.G

CC.1.3.4.H

CC.1.4.4.W

CC.1.5.4.A-B-D

CC.1.5.4.E - F-G



### **Materials:**

- Smart Notebook or Whiteboard (To display student responses)
- *My Mouth Is A Volcano* by Julia Cook
- Sharing Tool (Ball, Stick, etc.)
- Timer (clock, stopwatch, phone, timer tool on Smart Notebook)
- Whiteboard Markers and Small Whiteboards or Sticky notes/Markers
- Five notecards with the word INTERRUPT written on the front
- Handout E



### **Before Reading Activities: Approximately 5 - 8 minutes**

1. Call a class meeting and have students arrange themselves in a circle so that students are facing each other. The teacher should also be part of this circle.
2. Ask students to think about how it feels when someone interrupts them and what they either “Say” or “Do” when this happens.
3. Hold up the sharing tool and explain to students that they are going to have something called a “Socratic Seminar” and that a long time ago very smart philosophers would use this peaceful method to talk, to reflect and to solve problems. One of these famous philosophers who created this idea was Socrates. The Socratic Seminar has simple rules. Everyone must participate when they feel they are ready. Each participant must only speak or respond when they have the sharing tool. When a participant shares a response to the original question about feeling frustrated, other participants must offer them some sort of advice or recognition for how they felt. Participants are not allowed to ask questions or to challenge someone’s thinking. This seminar will only last 3 minutes, so it is important that everyone is given an opportunity to contribute to the discussion as a whole. The teacher is a facilitator and a listener. The teacher should not participate, but rather watch as students guide the conversation. At first it might seem awkward and strange, but once the students begin to speak, the pace/conversation should increase.
4. The teacher should set the timer for three minutes and only gently remind the group of the time when there is one minute left.
5. During the conversation, the teacher can keep notes or take note mentally of the things shared. Be sure to pay attention to repeated ideas/experiences.
6. Once time is up, the teacher should kindly ask the last speaker to conclude and ask for the sharing tool.
7. Next, the teacher should record some of the common responses on the Smartboard, Whiteboard, or another area that students can see and reference throughout the lesson.
8. Tell students that they are going to read a story called *My Mouth Is A Volcano* that involves characters who either interrupt or are the “interrupters.” Do not front load information about the story. Allow students to consider the following question as you read the story aloud: What does the metaphor “My Mouth is a Volcano” teach us about our words?

### **During Reading (Read Aloud) Approximately 10 - 20 minutes**

1. Have students pay attention to the main character’s character traits/behaviors.
2. Pause on page 11, and ask students to share out some of these character traits/behaviors. Record these on the Smartboard/Whiteboard for students to see/reference. (Responses may include: talks a lot, wordy, rumble/grumbles, wiggles/jiggles, anxious, excited, impatient.)
3. Continue reading pages 11 - 14, and have students pay attention to the consequences of the main character’s actions. Pause on page 14, and have students share out what these consequences are and record them on the Smartboard/Whiteboard for students to see/reference. (Responses may include: a time out, a frustrated teacher/classmates).
4. Continue reading pages 15 - 19 and ask students to think about who/what is being blamed. Have them share out their responses and record them on the Smartboard/Whiteboard for students to see/reference. (Response: The main character is blaming his mouth being a volcano).
5. Continue reading pages 20 - 25 and have students pay attention to how the main character’s blame shifts. Ask them to think about what changes/shifts the main character’s behavior and who he blames as a result. (Response: The main character begins to share information with his class and his classmates are now interrupting him, so he blames his classmates and not “his mouth/volcano”). Make sure students understand this part of the story and clearly display this response for them to see.



6. Continue reading pages 26 - 32, and ask students to think about what the metaphor “My Mouth is a Volcano” teaches us about our words?

### **After Reading: Approximately 8 - 10 minutes**

1. As a whole group, have students share out responses to the question above. As students share out, redirect their thinking to consider how a volcano can be still and if disturbed how it can explode. In the book, the main character could not be still and constantly interrupted even when it was not his turn to talk. As a result of his actions, he blamed his mouth instead of himself. He never realized that words are powerful, but so is our ability to be “still” and “quiet” and to listen to others before we respond.
2. Place students in small groups and give one student in each group a card that says “Interrupter” on the front. Ask students to start to share out their thoughts, feelings and connections to the story. As students are discussing, the “Interrupter” can “interrupt” them at any time. Each time the “Interrupter” “interrupts”, the rest of the group must refocus and respond in a kind and patient way to get the “Interrupter” back on track. The “Interrupter” is only permitted to “interrupt” three times during the group discussion and must respond to the groups’ guidance in a kind/patient manner.

### **Closure: Approximately 5 - 8 minutes**

1. Have students regroup in the same circle they were in at the start of the lesson.
2. Tell them that they are going to do another 3 minute Socratic Seminar, but this time they must share out how they felt when they were interrupted and positive things our words/actions can do to help others when we choose to use them at the right time.
3. Set the timer and as students are sharing (using the sharing tool), the teacher should record the students’ responses in two different colors - one color with how they felt when they were interrupted and another color with the positive things our words can do to help others. Remind students when one minute is left, and kindly ask for the sharing tool back at the end of three minutes.
4. Redirect students to the Smartboard/Whiteboard and ask them what they noticed that changed from their first Socratic Seminar to the second Socratic Seminar.
5. Remind students that even though our mouths may be volcanos sometimes, they can also be controlled with a few deep breaths. Our ability to control our thoughts, feelings and emotions will have a positive effect on those around us.

### **Extended Learning**

- ✓ Have students create videos on effective communication “Say what you mean and mean what you say”

#### **Examples:**

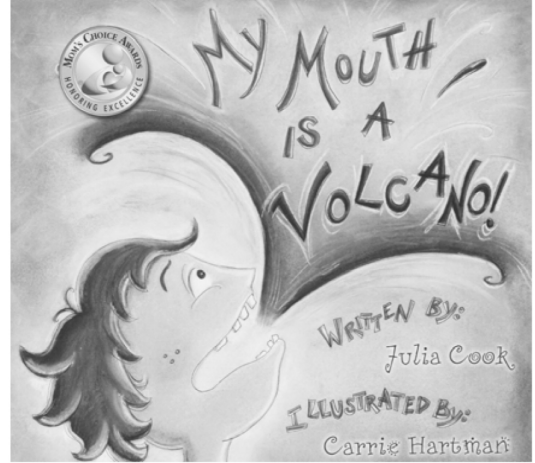
<https://www.youtube.com/watch?v=1hnLfnulwZw>

<https://www.youtube.com/watch?v=POdoNtLSMFE>

Effective Communication Online. Netsmartz: <http://www.nsteens.org/Videos>

**HANDOUT E**

When has your mouth  
been a **VOLCANO**?



This Paper Belongs to:

What was the  
consequence?

This is what I  
learned...

# Bibliography .....

## Kindergarten Lesson

Kelley, H. (2007). Help! A Story of Friendship. New York: Harper Collins Publishers.

## First Grade Lesson

Beaumont, K. (2004). I Like Myself. Florida: Harcourt Publishing.

## Second Grade Lesson

Sorson, B. (2013). Stand In My Shoes: Kids Learning About Empathy. Michigan: Nelson Publishing.

## Third Grade Lesson

Moss, P. (2004). Say Something. Maine: Tilbury House Publishing.

## Fourth Grade Lesson

Cook, J. (2006). My Mouth Is A Volcano. Tennessee: National Center For Youth Issues.



# Additional Resources .....

These resources have been provided to offer you additional material to support your efforts.

## Online Links

- **The Ophelia Project & CASS: Creating a Safe School**  
<http://www.opheliaproject.org/cass.html>
- **Jeremiah's Hope for Kindness**  
<http://www.jeremiahshopeforkindness.org/>
- **Bully Proofing Your Classroom: A Study of the Influence of Classroom Meetings on Performance Indicators**  
<http://gradworks.umi.com/34/78/3478815.html>
- **Build a Safe Environment: Stopbullying.gov**  
<https://www.stopbullying.gov/prevention/at-school/build-safe-environment/>
- **NEA's Bully Free: It Starts with Me**  
<http://www.nea.org/home/neabullyfree.html>
- **Olweus Bullying Prevention Program**  
<http://www.violencepreventionworks.org/public/index.page>
- **Positive Behavioral Interventions and Supports (PBIS)**  
<https://www.pbis.org/>
- **Teaching Tolerance Guide Helps Educators "Speak Up at School" Against Bias and Bullying**  
<http://www.tolerance.org/publication/speak-school>
- **Bullying in Schools: An Overview**  
<https://www.ojjdp.gov/pubs/234205.pdf>
- **National Center for Mental Health Promotion and Youth Violence Prevention**  
<http://www.healthysafechildren.org/>
- **From Bystander to Upstander: Leadership's Bullying Prevention**  
<http://tlpnyc.com/our-programs/youth-development/upstander/>

## Books & Workbooks

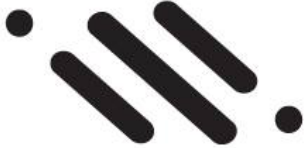
- **Bullies & Victims** by Suellen & Paula Fried
- **Bullies, Targets and Witnesses: Helping Children Break the Pain Chain** by Suellen Fried
- **Bullying At School** by Dan Olweus
- **Bully Free Classroom** by Allan Beane
- **Bully-Proofing Your School** by Carla Garrity
- **Girl Wars: 12 Strategies That Will End Female Bullying** by Cheryl Dellasega & Charisse Nixon
- **Helping Kids To Handle Conflict: www.ncpc.org**
- **Odd Girl Out: The Hidden Culture of Aggression in Girls** by Rachel Simmons
- **Quit it! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3**  
by Merle Froschl, Barbara Sprung, Nancy Mullin-Rindler

# Bullying Prevention

## K-4 Teacher's Guide



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