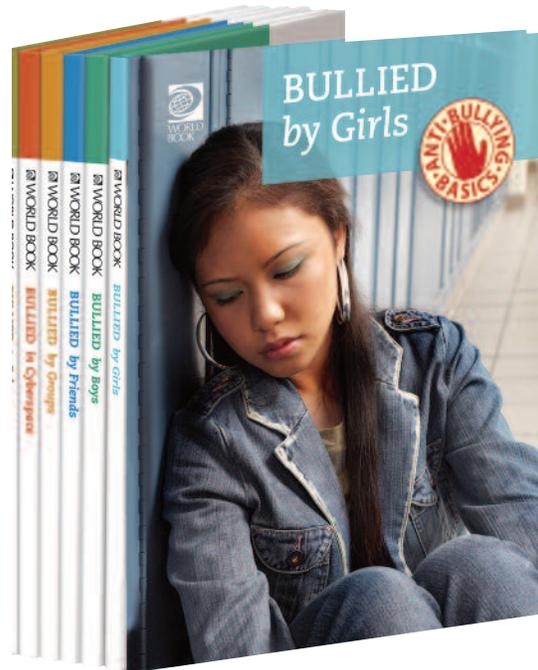


Anti-Bullying Basics Lesson Plan & Guided Discussion

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.



Years 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 Year Level:	Years 5–8
Additional Year Levels:	Can be adjusted for Years 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

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 behaviours 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 rumours 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! Mum 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 assessed 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:	History; Science; Mathematics; English; Ethical Behaviour
Cross Curricular Connections:	Ethical Understanding in History; Science; Mathematics; English;

ACARA : General Capabilities Addressed by Anti Bullying Basics Lesson Plan

Level 4 Typically by the end of Year 6, students:	Level 5 Typically by the end of Year 8, students:	Level 6 Typically by the end of Year 10, students:
Recognise ethical concepts examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome.	Recognise ethical concepts analyse behaviours that exemplify the dimensions and challenges of ethical concepts. History (ACDSEH012)	Recognise ethical concepts critique generalised statements about ethical concepts
Explore ethical concepts in context explain what constitutes an ethically better or worse outcome and how it might be accomplished. Science (ACSHE121)	Explore ethical concepts in context analyse the ethical dimensions of beliefs and the need for action in a range of settings. eg., identifying sustainable practices, or ways of confronting cyber bullying . Mathematics (ACMSP206) Science (ACSHE135) History (ACDSEH068)	Explore ethical concepts in context distinguish between the ethical and non-ethical dimensions of complex issues. Mathematics (ACMSP247) Science (ACSHE194) History (ACDSEH085)
Reason and make ethical decisions explore the reasons behind there being a variety of ethical positions on a social issue. History (ACHHK114)	Reason and make ethical decisions analyse inconsistencies in personal reasoning and societal ethical decision making.	Reason and make ethical decisions investigate reasons for clashes of beliefs in issues of personal, social and global importance. History (ACDSEH021)
Consider consequences evaluate the consequences of actions in familiar and hypothetical scenarios.	Consider consequences investigate scenarios that highlight ways that personal dispositions and actions can affect consequences. History (ACDSEH054)	Consider consequences analyse the objectivity or subjectivity behind decision making where there are many possible consequences. History (ACDSEH021)
Reflect on ethical action articulate a range of ethical responses to situations in various social contexts. History (ACHHK095)	Reflect on ethical action analyse perceptions of occurrences and possible ethical response in challenging scenarios.	Reflect on ethical action evaluate diverse perceptions and ethical bases of action in complex contexts English (ACELA1565) History (ACDSEH109)
Examine Values examine values accepted and enacted within various communities.	Examine Values assess the relevance of beliefs and the role and application of values in social practices. History (ACDSEH039)	Examine Values analyse and explain the interplay of values in national and international forums and policy making Science (ACSHE230)
Explore rights and responsibilities monitor consistency between rights and responsibilities when interacting face-to-face or through social media. History (ACHHK114)	Explore rights and responsibilities analyse rights and responsibilities in relation to the duties of a responsible citizen.	Explore rights and responsibilities evaluate the merits of conflicting rights and responsibilities in global contexts History (ACDSEH023)
Consider points of view explain a range of possible interpretations and points of view when thinking about ethical dilemmas. English (ACELT1609)	Consider points of view draw conclusions from a range of points of view associated with challenging ethical dilemmas. English (ACELT1807) History (ACDSEH043)	Consider points of view use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas. English (ACELT1812) History (ACDSEH125)

Materials Needed

Materials and resources used by teachers and students:	World Book's Anti-Bullying Basics series Blackboard or whiteboard Pens, paper Notecards Student journals
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