Grade 4

Unit #1: Bullying Prevention – What is Bullying?

Unit #1    Total Lesson Time:  30 minutes per day, 5 days

Skills:
1. Solve problems
2. Develop interpersonal skills
3. Think creatively
4. Communicate persuasively

Objectives:
1. Learn the definition of bully
2. Learn actions associated with bullying
3. Learn the definition of bullying
4. Learn strategies to implement to prevent bullying

Outcomes:
1. Students will demonstrate understanding of actions associated with bullying.
2. Students will demonstrate understanding of behaviors that constitute bullying by recognizing and naming the specific bullying behaviors.
3. Students will develop strategies to prevent bullying.

Unit Vocabulary:
1. Bully
2. Bullying
3. Respect
4. Self-respect
5. Caring
6. Friendly
7. Self-control

Resources:
1. STAR Sportsmanship Online Module for Grade 4
2. STAR Bullying Online Module for Grade 4
3. Flip Chart
4. STAR Model
5. STAR Bullying Rubric
Definitions: Use either formal definitions or explanations to teach and extend the unit’s vocabulary words.

Bully: “A bully is a person who is habitually cruel or overbearing, especially to smaller or weaker people.” (The Free Dictionary by Farlex)

Bullying: This definition, from researcher Dorthea Ross, is a standard definition on what constitutes bullying behavior. (Childhood Bullying, Teasing, and Violence: What School Personnel, Other Professionals, and Parents Can Do, Second Edition. American Counseling Association, 2003.)

“Bullying refers to intentional generally unprovoked attempts by one or more individuals to inflict physical hurt and/or psychological distress on one or more victims. There must be an imbalance of physical or psychological power, with the bully actually being stronger or perceived to be stronger than the victim. The bullying may be direct, with face-to-face physical or verbal confrontations, or indirect, with less visible actions such as spreading rumors or social exclusion. Although a single attack on a victim, if severe enough, can be accurately described as bullying, the term more often refers to a series of negative actions that occur frequently over time.”

An explanation of bullying to reinforce meaning is: “Saying or doing things to another person that hurts their feelings or causes them physical pain.” (LJH, 2009).


An explanation “respect” to reinforce meaning is: “Showing and feeling honor and friendship toward somebody; being obedient toward somebody or a set of rules.” (LJH, 2009).

Self-respect: “Holding high regard for oneself.” (Merriam Webster Online Dictionary)

Caring: “To feel interest or concern.” (Miriam Webster Online Dictionary)

Friendly: “Showing kindly interest and good will.” (Miriam Webster Online Dictionary)

Self-control: “Restraint exercised over one’s own impulses, emotions, or desires.” (Merriam Webster Online Dictionary)
Lesson #1 Instructions:

1. Concept Introduction:

Students have a misconception of bullying on multiple levels. Many students think bullying is “normal” behavior and is an accepted action that they will encounter or demonstrate themselves towards others during their lives. Many students don’t really know what bullying is or what to do about it. Many students do not realize that they can be bullies.

2. Instruct your students to complete the STAR Sportsmanship Online Module for Grade 4 and the STAR Bullying Online Module for Grade 4.

Teaching Tip: To access the STAR Sportsmanship Online Module for Grade 4, students should login to www.starsportsmanship.com under Grade 4. Once students have completed the STAR Sportsmanship Online Module in its entirety, they should log out and log back in using their same username to access the STAR Bullying Online Module for Grade 4. Once students have completed the STAR Bullying Online Module in its entirety, they can log back in at anytime and Select a Program: STAR Sportsmanship or STAR Bullying.

3. Discussion Question:

SAY: “When Coach asked Ray, Jake, Lorinda, and Amy if they knew what bullying was, they had a little bit of an idea. Amy said, “It is when the mean kids pick on you.” But Coach had to explain to them, “Bullying is when somebody tries to hurt somebody who is smaller, younger, weaker or different from themselves.” Coach then listed 7 actions on the board that are associated with bullying.

Actions Associated with Bullying:

1. Demanding Money
2. Teasing
3. Mean Messages
4. Calling Names
5. Spreading Rumors
6. Mean Looks
7. Excluding
SAY: “Have you ever witnessed another student doing any of the bullying actions that coach listed? Which actions did you see? Where? Raise your hand. I will write down each answer, and we will discuss them.”

(Encourage students to answer the questions. Write their answers on a flip chart or whiteboard. Discuss the different answers given.)

Lesson #2 Instructions:

1. SAY: “Many of you shared that you have seen other students display some of the actions associated with bullying that Coach described. Now, have there ever been times when you have accidentally (or on purpose) demonstrated any of those 7 bullying actions toward another student? What did you do? Did you know then that you were bullying another student? Did you feel self-respect when you were bullying someone? Now, after going through the STAR Bullying online program, you may realize that what you did wasn’t very nice. Raise your hand. I will write down each answer, and we will discuss them.”

(Encourage students to answer the questions. Write their answers on a flip chart or whiteboard. Discuss the different answers given.)

Lesson #3 Instructions:

This is an individual assignment.

1. SAY: (and post the instructions on the flip chart or whiteboard) “The STAR Bullying online program showed three students being bullied – Lorinda, Jake, and Brett. Using the 7 actions associated with bullying that Coach listed, write down which action you think the bullies perpetrated against Lorinda. Then write down the action that bully

Teaching Tip: You can view the Actions Associated With Bullying within the STAR Bullying Online Module by logging in to www.starsportsmanship.com under Grade 4. Navigate to the Index, then select Lesson 1: “What is Bullying?”
perpetrated against Jake. Finally, write down the action that the bullies perpetrated against Brett. Make sure you write down your answers. We will share them later. You have 5 minutes to do this activity.”

Ask for answers from the class, writing them down on a flip chart or white board. Ask each student for a brief justification for why he or she selected that response.

Discuss each response given with the class. (Correct answers: Lorinda: Teasing and Mean Looks; Jake: Demanding Money; Brett: Teasing, Calling Names.)

2. SAY: “Now think of some examples of bullying (real or pretend) for the remaining bullying actions that Coach listed. Write down your answers. We will share them later. You have 5 minutes to do this activity.”

- Excluding
- Mean Messages
- Spreading Rumors

Ask for answers from the class, writing them down on a flip chart or white board. Ask each student for a brief justification for why he or she selected that response. Discuss each response given with the class.

Lesson #4 Instructions:

1. SAY: “Now you are going to work in teams.” (Count off the students 1-6 and ask them to get together by group number for this activity.) “Coach gave the students a list of actions that comprised bullying. Now we will do something different. Each team will come up with a list of actions that are not bullying actions. Your task is to take those 7 bullying actions that Coach identified and turn them into actions that demonstrate respect, caring and being friendly to each other. Instead of “Teasing” someone, how can we show respect? Instead of “Spreading Rumors,” what can we do that is caring for another student?”

2. SAY: “Remember in the STAR Bullying online program when those students teased Lorinda about her shoes? They said, “Look at her shoes. Looks like she found them in the garbage.” Instead of “Teasing” Lorinda like those students did, what is something kind they could have said that is the opposite of bullying?”

Teacher’s Tip: You can find the reference to teasing Lorinda in the STAR Bullying Online Module for Grade 4 – Lesson 1: What Is Bullying?
Give the following as an example: “Hey Lorinda, since you have sneakers on, why don’t you come run and play with us?” Instead of being bullies, teasing Lorinda and excluding her, they could be friendly toward her and choose to include her.” Have the students write examples for the remaining 6 bullying actions.

4. **Group Assignment:** Students will work in groups of 3-4 students and discuss their individual strategies. Once they have finished sharing their individual strategies, students will collaboratively work to determine one representative strategy they determine to be the most effective strategy to prevent bullying by turning a bullying action into an act of kindness, caring or respect. The students can use one of the presented strategies, combine parts of individual strategies, or develop a new strategy as a group.

**Lesson #5 Instructions:**

1. **SAY:** “Each group will present their one best strategy to the class.” Using the STAR Bullying Rubric, the entire class will evaluate each strategy and select the top three based on the rubric scores.

2. **Direct each group to present their strategy to the class.** The class will then score each presentation using the STAR Bullying Rubric.

*(Optional: Record each presentation using a video camera and upload your videos to the www.MySportsmanship.com website to share with peers across the nation who are also working in the STAR program.)*
### STAR Bullying Rubric

<table>
<thead>
<tr>
<th>Pts</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Inflicts psychological distress; Does not extend friendship or honor of a teammate; No STAR model demonstrated. (Response exemplifies bullying behavior. Response demonstrates no respect for individual.)</td>
</tr>
<tr>
<td>1</td>
<td>Inflicts psychological distress; Does not extend friendship or honor of a teammate; Does use the “Stop” step of the STAR model. (Response exemplifies bullying behavior. Response demonstrates no respect for individual.)</td>
</tr>
<tr>
<td>2</td>
<td>Starts the process to show respect and friendship; Does not inflict psychological pain; Does use the “Stop” and “Think” steps of the STAR model.</td>
</tr>
<tr>
<td>3</td>
<td>Does not inflict psychological distress; Invokes friendship and honor to reflect respect; Does use the “Stop”, “Think”, and “Act” steps of the STAR model.</td>
</tr>
<tr>
<td>4</td>
<td>Does not inflict psychological distress; Honors friendship; Does use the “Stop,” “Think,” “Act,” and “Replay” steps of the STAR model. (Response fully expresses bully prevention and respect.)</td>
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</tbody>
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