

BULLYING AWARENESS AND PREVENTION



OBJECTIVE:

- Student will work with partner to create a "stand up to bullying plan"

OUTLINE:

- Administer and collect pretest.
- Welcome: Have students stand in center of room with somewhat cleared paths to the four corners. In each corner, hang Four Corners Signs. Read Four Corners Situations and have students travel to appropriate corner. Remind students to travel safely 😊 After each card, ask students to look around and notice where everyone is standing. After reading all cards, have students return to seats.
- Debrief:
 - What was it like to look around the room during this activity?
 - Were you surprised by anything you saw?
 - How did it feel to see people standing in the "It happened to me" corner?
 - How did it feel to stand in the "It happened to me" corner?
 - What did all of these scenarios describe?
- Explain: "Bullying is when one person purposefully hurts another person with their words, actions, or body repeatedly over time. We all know that bullying is NOT allowed at our school, but sometimes it happens anyway. An important character trait for standing up to bullying is courage. Who can tell me what courage means?" Allow responses. "That's right! Courage means that you do what is right, are willing to stand alone, know the truth, stand up for those who need it, and get help when you're afraid. Sometimes it takes a lot of courage to stand up to a bully because they can be intimidating! What are some ways that you can think of to stand up to a bully?" Allow responses, recording on board if desired. "These are all great answers! Sometimes standing up to the bully him/herself is the best way to let the person know that you will not tolerate bullying. And sometimes letting an adult know is the best way to put an end to the bullying, especially if you do not feel safe. Today we're going to work together to make a plan to stand up to bullying and make sure it doesn't happen anymore in our school!"
- Activity: Students work in pairs to complete Stand up to Bullying handout.
- Share: Student pairs share the bullying scenario they identified and what they will do if they see/experience this scenario again.
- Debrief:
 - Why is it sometimes hard to stand up to bullying?
 - What do you think is easy about standing up to bullying?
 - How can we as a community help one another stand up to bullying?
 - If you have ever been the bully, what can you do differently in the future?
- Wrap-up: Thank students for their great work and ideas today! Encourage students to put their plans into place and stand up to any bullying they see! Remind students of adults in the building they can talk to if they experience or witness bullying.
- Administer and collect post test.

MATERIALS

- Pre/Posttest
- Four Corners Signs
- Four Corners Situations
- Stand Up to Bullying Handout
- Writing utensils
- Optional interactive notebook elements
- Coloring utensils if using interactive notebook elements

ASCA STANDARDS ALIGNMENT:

Mindsets:

2. Self-confidence in ability to succeed

Behavior: Social Skills:

6. Use effective collaboration and cooperation skills

Behavior: Social Skills:

9. Demonstrate advocacy skills and ability to assert self, when necessary

SUGGESTED DATA COLLECTION:

-Process: Attendance (students present during classroom counseling lesson)

Perception: Student perception of ability to set and attain SMART goals (as indicated by student post-test)

Outcome: 30% reduction in reports of bullying (simply a suggestion! Collect data that is meaningful for your school)

INTERACTIVE NOTEBOOK OPTION:

-Cut out rectangle. Cut along dashed lines. Glue center rectangle into INB. Under flaps, students write ways they can stand up to bullying.