



LESSON PLAN 1

INTRODUCTION WHAT IS BULLYING?

Time Needed:

25-30 minutes

Objectives:

Help kids:

- Understand that bullying is a problem that needs to stop.
- Understand what constitutes a bullying situation and what does not.

INTRODUCTION

ASK: Pre-Viewing Questions

- Introduce the BOSTON vs BULLIES program by explaining that the things that make up a successful team are also effective in preventing bullying.
- Ask kids to talk about what makes a great team: planning, practice, teamwork.

VIEW: BOSTON vs BULLIES video clip: INTRODUCTION (2:37 minutes)

ASK: Post-Viewing Questions

- Have you ever seen bullying happen? Describe what you saw. (*TIP: Keep this discussion brief by asking kids to give a one phrase description of the bullying they've observed.*)
- How can you tell if someone is bullying?
- Does it hurt to be bullied? How can you tell?
(See more on p. 5 of the Facilitator's Guide.)

WHAT IS BULLYING?

ASK: Pre-Viewing Question

- What are the 3 characteristics of bullying? Look out for them in this video.

VIEW: BOSTON vs BULLIES video clip: WHAT IS BULLYING? (1:50 minutes)

REVIEW:

The 3 characteristics of bullying:

1. It's on purpose.
2. It happens over and over again.
3. It's an abuse of power.

DISCUSS:

What makes some kids powerful? Ask kids to list the ways that kids can use their power to hurt and to help.

REVIEW:

The 4 types of bullying:

- **Verbal** bullying—teasing, name calling, threatening
- **Physical** bullying— pushing, punching, beating up
- **Relational** bullying—excluding, ignoring, spreading rumors, getting others to turn against someone
- **Cyberbullying**—sending or posting hurtful, embarrassing, or threatening text or images using the Internet, cell phones, smartphones, and other digital communication devices

ACTIVITY: Look Out for Bullying

(p. 7, Facilitator's Guide)

- Using the *What Is Bullying?* chart (p. 6), ask kids to give a few examples of the different types of bullying: verbal, physical, relational, and cyberbullying. You may do this activity as a group or print out a copy of the chart for each kid. Encourage kids to include examples of each form of bullying.
- Explain that not all of these behaviors will lead to bullying (but that doesn't mean they're acceptable, either).
- Explain that a behavior is considered bullying when done on purpose (intentionally), more than once (repeatedly), and by someone who uses power to hurt (abuse of power).



ACTIVITY: Is It Bullying?

(p. 7, Facilitator's Guide)

- Using rope, masking tape, or chalk, make 3 parallel lines on the floor about 6 feet apart from each other. Have kids line up single file on the middle line. Designate the 3 lines: "Bullying" (left), "Not Bullying" (right), and "Not Sure" (middle).
- Review with kids the 3 components of bullying: deliberate (the intent is to hurt), repeated, and an abuse of power.
- Present a scenario about bullying (see p. 7, Facilitator's Guide). Ask kids to move to the "Bullying" line if they think the example is bullying, or move to the "Not Bullying" line if they think the example does not meet the bullying criteria. Kids may stay on the "Not Sure" line if they are unsure.
- Ask kids to explain their reasons for choosing their lines. Remember to include the kids on the "Not Sure" line.
- Repeat this process for each statement.
- Ask kids to volunteer their own scenarios, either real (no names) or hypothetical.
- Explain to the kids that it is not always easy to tell if a situation is bullying. Have kids suggest ways they can deal with conflicts before they escalate into bullying (e.g., apologize if you hurt someone's feelings, calmly say "stop" if someone is bothering you).

Example Scenarios:

- Olivia accidentally bumps into Keisha and knocks her books to the ground.
 - Sofia gets all of her friends to not speak to Ada and to make fun of her behind her back.
- (See more scenarios on p. 7 of the Facilitator's Guide.)

TIPS to Modify for Smaller Space:

- Designate different corners of the room as "Bullying," "Not Bullying," "Not Sure."
- Designate different thumb positions (e.g., thumbs down, thumbs up, thumbs sideways) as "Bullying," "Not Bullying," and "Not Sure."