



## Sample Lesson Plan

### Taking Control of Bullying



#### Grade Level

Elementary School

#### Video Segment

[connectwithkids.com/our-work/stories-that-inspire/](http://connectwithkids.com/our-work/stories-that-inspire/)

#### Discussion Questions

1. What are some examples of bullying you have seen or experienced? How did it make you feel?
2. How do people become bullies?
3. What, in your opinion, are the best ways:
  - To not be a bully?
  - To deal with bullies?
  - To help someone who is a target of bullies?

#### Essential Question

How can students be assertive (take control) in dealing with bullies?

#### Activity

Please scroll down to page 2.

# Activity

## Every Team Needs Practice

### Materials/Environment

- Open space

### Activity Guidelines

1. Begin this activity by working with your students to define being assertive: Being confident and positive in your words and body language.
2. In this session, students will practice ways to be assertive as described in the video.
3. Have students stand up and face the front of the room. They will pretend you, the teacher, are the bully. Describe assertive body language and have students demonstrate how to:
  - Stand up as straight and tall as they are able (for those who cannot stand, find a position that expresses confidence)
  - Place hands on hips or by side
  - Look the bully (you) straight in the eye
4. Next they will practice assertive language. Tell students that you, the pretend bully, have just told them to give you the ball (or some other object) right now. Have students keep their body position and practice saying, "No." Ask students what else they might add after saying, "No." Consider adding, "I'm still playing with it," or, "It's my turn." The words should be very clear and the sentence should be short. Consider responses that can also be problem solving, such as, "If you want to play, let's all play together."
5. Let the class determine the phrase and practice saying it.
6. Ask students what kind of voices they used to say the "No" phrase. Were they loud? Quiet?
7. Next they will practice assertive voices. Explain that how we say our assertive words is just as important as the words are. Have them practice one at a time or with a partner speaking firmly. Talk about how yelling is aggressive and that might make things worse. Point out that whispering or whimpering does not show confidence or assertiveness.
8. Ask students to discuss ways they can support each other when dealing with a bully. Have the group come up with an assertive phrase they all will practice and use with each other on the playground or the lunchroom (kind of a code word or phrase) as a reminder that bullying is not permitted (such as, "We're in this together," or "Remember: Bully? Not me!").

### Conclusion

Remind students that being assertive takes practice, and dealing with bullies often takes the help of a friend.