



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

BULLY BEWARE
By Jodi Wardlow

Lesson Overview

This lesson introduces students to the concepts of power and responsibility and how they relate to bully-proofing. Students will understand that power without authority is considered bullying. Students will be able to use language and ideas to address this issue. Feeling powerless against a bully is something they choose to do or not to do with predictable outcomes. They will work to develop actions to handle bullying situations. Students will learn to recognize traits of bullying behavior and ways to diffuse it within their school, classroom, family, and the community. Key vocabulary will be used throughout the course of the school year to reinforce power and authority. Students will learn key vocabulary through mentor text(s), collaborative conversations, and direct instruction.

Suggested Grade Level

Second

Estimated Time to Complete

Four class periods of 30 minutes/reviewed throughout the school year. Additional activities to reinforce the concept may be necessary. This will lengthen the completion time.

Lesson Objectives

Students will

- define the characteristics of power and authority;
- be able to explain the difference between power and authority;
- explain why it is important to distinguish when someone is using power without authority.

Materials Needed

- Civics picture book with bullying content such as *Orb and Effy Learn About Authority* by the Center for Civic Education, *Oliver Button is a Sissy* by Tomie dePaola, *The Ant Bully* by John Nickle or *Hooway for Wodney* by Helen Lester
- Letter written ahead of time by the teacher pretending to be a bullied student. The letter should have a “Dear Abby” tone.

Before the Lesson

Define key vocabulary: power, authority, bully, bullying

Lesson Procedures

1. Students gather together in teacher-designated meeting space. Share the title of the story. Have students predict the content. Read the story. Discuss key elements such as the main idea, the problem, and the solution. At this time, students may begin to make connections to the story.
2. Review the story. On chart paper, label three sheets with the key terms, power, authority, and bullying.
3. Next, group students into three heterogeneous groups. The groups will work together to brainstorm examples of the key vocabulary. Students can illustrate, dictate, or write examples of power, authority, and bullying. Post the anchor charts for student to reference during any future activities associated with this topic.
4. Review anchor charts. Take time to add any more information students have thought of over the last few days.
5. Introduce a letter you have written ahead of time. The letter will resemble a “Dear Abby” format. It will be from a “student” who is experiencing some bullying on the playground at school, or another scenario that fits your need. Students will brainstorm, in groupings of your choice (independent, partners, small group, whole group), solutions to the problem.
6. Students work again in the grouping of your choice to respond to the “Dear Friend” letter. Students should have had instruction at this point on the format of friendly letters. If this has not been covered, you may need to provide an additional writing lesson or two to teach this writing technique. The letters can be shared or collected for your data.

Common Core State Standards

Grade 2

Key Ideas and Details

Ask and answer questions.

Present Knowledge

Recall information from experiences or gather information from provided sources to answer a question.