



Grade 5 Sample Lesson Plan: Unit 4 – Coping with a Bully

SOLs

- 5.2q Demonstrate effective communication skills to address harassing behaviors.
- 5.2r Describe how to report harassing behaviors at school and at home.

Objectives/Goals

- Students demonstrate effective communication skills to address harassing behaviors.
- Students describe how to report harassing behaviors at school and at home.

Materials

- L16.1 Self-Check on verbal and non-verbal communication skills to cope with a bully
- L16.2 Triangle with verbal skills
- L16.3 Starburst with non-verbal skills
- L16.4 Prompt
- L16.5 Analytical rubric
- Clarinet case

Procedure

- Teach verbal skills to cope with a bully
 - Stand tall, look the bully in the eye, and say

“I don’t like it when

you talk to me like

that.” 2). “Leave me

alone!”

A. Report bullying to a teacher, counselor, or principal.

1). "I need some help. Girls are making fun of me and threw my clarinet in the trash."

2). "I am nervous going into the lunch room. I sit by myself because some girls make fun of me and make trumpet sounds when I walk by with my lunch."

B. Use humor to change the topic.¹⁰¹

2. Teach non-verbal skills to help cope with bullying

A. Walk away

B. Ignore the bully

C. Ask friends or bystanders to stand with you when bullies approach.

D. Tell a trusted adult

3. Distribute Prompt, self-check, 2 starbursts, and rubric.

A. L16.3 Performance task prompt

Marina is a fifth grade student at the Charlestown Middle School. She is tall for her age and feels self-conscious about it.

She is on the volleyball team, really loves playing the clarinet, and was just accepted into the Community Youth band.

Some of the girls in her class make fun of her because she is tall and in the band. They call her names and make fun of her height. Marina has not told her team mates, her band friends or her parents.

One day, one of the girls took Marina's clarinet case and put it in the trash. Marina was very

upset because she loves her clarinet and her parents cannot afford to replace it.

- She has a different lunch than her team mates, so she sits alone. She is having trouble sleeping and has frequent head aches and stomach aches. She does not want to go to school.
- Your challenge is to write and present a role play that helps Marina use interpersonal communication skills to get help and learn how to cope with the bullies.

Assessment Idea

- L16.1 Formative-Self Check
- L16.2 Formative-Triangle-Verbal communication skills
- L16.3 Formative-Starburst-Non-verbal communication skills
- L16.4 Summative-Prompt
- L16.4 Summative-Analytical rubric to assess the role play

References

- Meeks, L. H. (2009). *Comprehensive School Health Education, Totally Awesome Strategies for Teaching Health, 6th edition*. New York: McGraw-Hill, p423
- National Crime Prevention Council. (2010). *Facts and advice to help kids overcome bullying*. Retrieved 2010 йил 7-February from What to Teach Kids about Bullying: <http://www.ncpc.org/topics/bullying/teaching-kids-about-bullying/what-to-teach-kids-about-bullying>

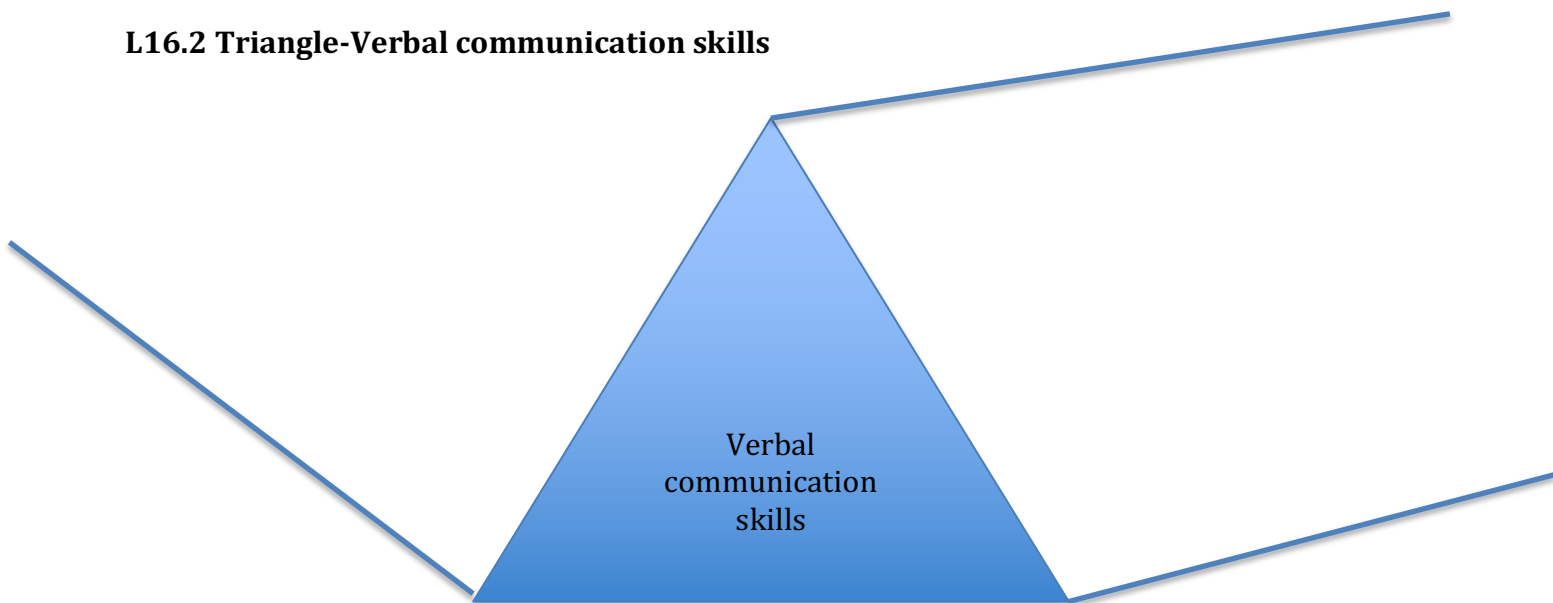
Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

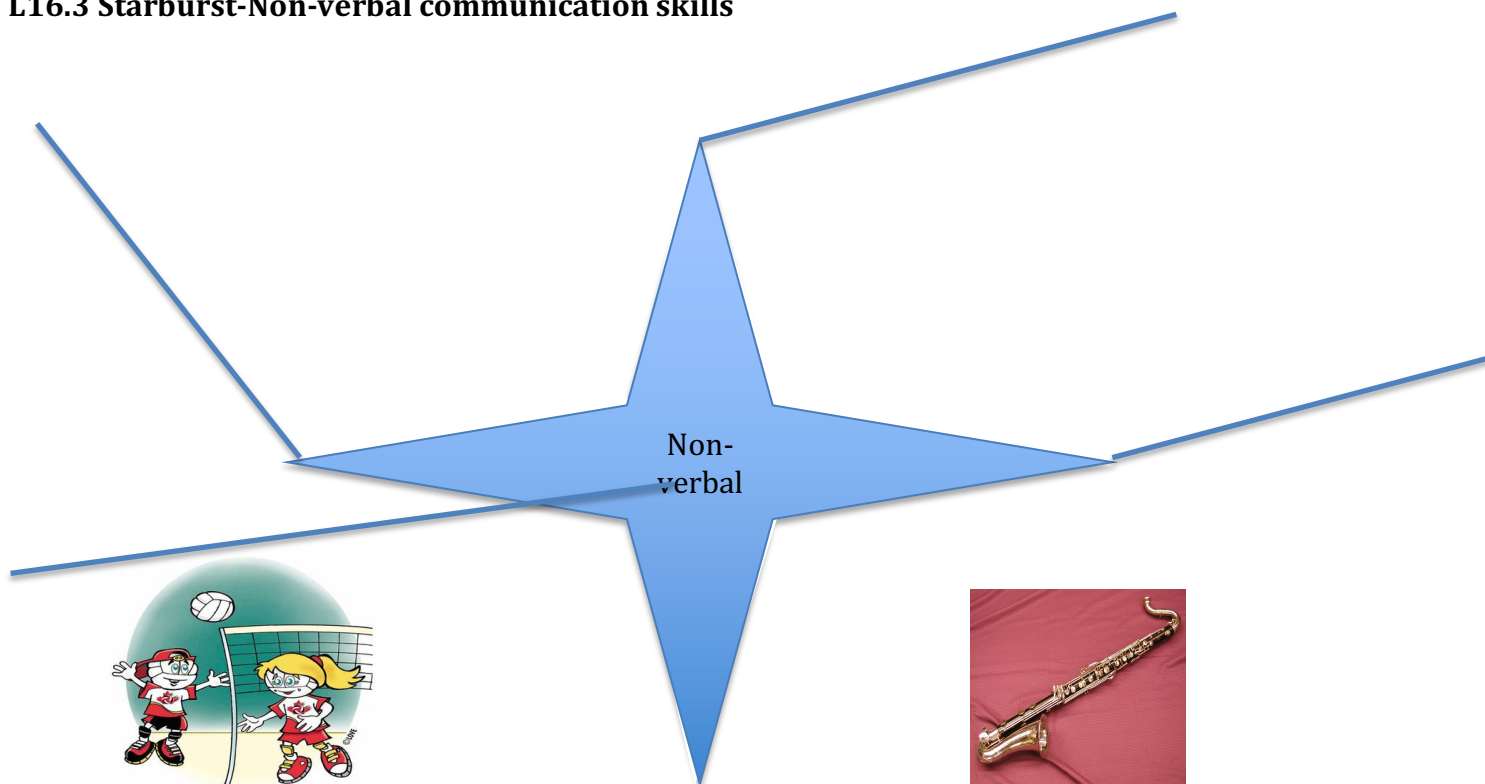
L16.1 Self-Check

| Skills | Finished, Still Working, Not started |
|---|--------------------------------------|
| 1. Verbal skills to cope with a bully | |
| A. Stand tall, look the bully in the eye, and use “I” messages. | |
| B. Report bullying to a teacher, counselor, or principal. | |
| C. Use humor to change the topic. | |
| 2. Non-verbal skills to help cope with bullying | |
| A. Walk away | |
| B. Ignore the bully | |
| C. Ask friends or bystanders to stand with you when bullies approach. | |
| D. Tell a trusted adult | |

L16.2 Triangle-Verbal communication skills



L16.3 Starburst-Non-verbal communication skills



Marina is a fifth grade student at the Charlestown Middle School. She is tall for her age and feels self-conscious about it.

She is on the volleyball team, really loves playing the clarinet, and was just accepted into the Community Youth band.

Some of the girls in her class make fun of her because she is tall and in the band. They call her names and make fun of her height. Marina has not told her team mates, her band friends or her parents.

One day, one of the girls took Marina's clarinet case and put it in the trash. Marina was very upset because she loves her clarinet and her parents cannot afford to replace it.

She has a different lunch than her team mates, so she sits alone. She is having trouble sleeping and has frequent head aches and stomach aches. She does not want to go to school.

Your challenge is to write and present a role play that helps Marina use interpersonal communication skills to get help and learn how to cope with the bullies.

L16.5 Analytical Rubric to Assess the Role Play

| Analytical rubric to assess the interpersonal communication role play about bullying | | | | | | |
|--|---|---|--|--|--|------------------------------|
| Score and comments | | 4 | 3 | 2 | 1 | 0 |
| | 5.2q Demonstrate effective communication skills to address harassing behaviors. | Student demonstrates two accurate examples of verbal communication skills to cope with bullying. | Student's demonstration of two examples of verbal communication skills to cope with bullying are mostly accurate. | Student's demonstration of two examples of verbal communication skills to cope with bullying have a few inaccuracies. | Student's demonstration of two examples of verbal communication skills to cope with bullying are mostly inaccurate. | Not enough evidence to score |
| | 5.2r Describe how to report harassing behaviors at school and at home. | Student demonstrates two accurate examples of nonverbal communication skills to cope with bullying. | Student's demonstration of two examples of nonverbal communication skills to cope with bullying are mostly accurate. | Student's demonstration of two examples of nonverbal communication skills to cope with bullying have a few inaccuracies. | Student's demonstration of two examples of nonverbal communication skills to cope with bullying are mostly inaccurate. | |
| Non-Standard Criteria | | | | | | |
| | | | | | Acceptable | Not Acceptable |
| | Role play creativity | | | | | |
| | Group involvement | | | | | |
| | Standards score (95%) | | | | | |
| | Non-standards score (5%) | | | | | |
| | Total Score | | | | | |