

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Understanding Bullying #1
Focus:	Strategies for Resolving Conflict

Materials: Chart paper, poster paper, markers

Opening

State the Objective

The objective of this lesson is to introduce key concepts around bullying – imbalance of power, psychological, physical, and social.

Gain prior knowledge by asking students the following questions

Introduce key concepts around bullying: (1) Imbalance of power, psychological, physical, and social (2) Repeated incidents (not just one time) (3) Done by a group or an individual (4) Done to gain attention or popularity (5) Done to get one's way or some material thing (6) Usually between children who are not friend and don't play with one another.

Write these concepts on the white board.

Take a survey. Have a recorder make tally marks after each concept as students share situations in which they have seen bullying.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Ask students these questions:

1. Why would someone be a bully? What's in it for them? Record answers on a chart: A child who likes the reward that aggression can bring, who lacks compassion for his or her victim, lacks guilt, believes that the victim provoked his or her attack and deserves what has happened; likes to be in charge and get his/her own way; who has been bullied, and misperceives how others treat him or her.
2. How do children bully one another? Record answers on a chart. Could include physical aggression, social alienation like gossiping, spreading rumors, making slurs; verbal aggression like name calling, intimidation; public challenge to do something.
3. What type of child is likely to become a victim? Record answers on a chart. Child who is isolated, anxious, insecure, trouble making friends, cries or gives in.

Students Practice (You Do)

After you have had these discussions, ask students to work in pairs to illustrate one of the comments that has been made in answer to any of the questions you posed. Give students an opportunity to share their poster with others.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group to use in your real life?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in solving a conflict.
- Ask them to comment on what they did today. Was this something they already knew how to do? (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

Consult 4 Kids Lesson Plans

Excerpt from The Race

Dr. D. H. Groberg

The whistle blew and off they flew, like chariots of fire,
to win, to be the hero there, was each young boy's desire.

One boy in particular, whose dad was in the crowd,
was running in the lead and thought, "My dad will be so proud."
But as he speeded down the field and crossed a shallow dip,
the little boy who thought he'd win, lost his step and slipped.

Trying hard to catch himself, his arms flew everyplace,
and midst the laughter of the crowd he fell flat on his face.

As he fell, his hope fell too; he couldn't win it now.
Humiliated, he just wished to disappear somehow.

But as he fell his dad stood up and showed his anxious face,
which to the boy so clearly said, "Get up and win that race!"

He quickly rose, no damage done, behind a bit that's all.
and ran with all his mind and might to make up for his fall.

So anxious to restore himself, to catch up and to win,
his mind went faster than his legs. He slipped and fell again.

He wished that he had quit before with only one disgrace.
"I'm hopeless as a runner now, I shouldn't try to race."

But through the laughing crowd he searched and found his father's face
with a steady look that said again, "Get up and win that race!"

So he jumped up to try again, ten yards behind the last.

"If I'm to gain those yards," he thought, "I've got to run real fast!"

Exceeding everything he had, he regained eight, then ten . . .

but trying hard to catch the lead, he slipped and fell again.

Defeat! He lay there silently. A tear dropped from his eye.

"There's no sense running anymore! Three strikes I'm out! Why try?

I've lost, so what's the use?" he thought. "I'll live with my disgrace."

But then he thought about his dad, who soon he's have to face.

"Get up," an echo sounded low, "you haven't lost at all,
for all you have to do to win is rise each time you fall.

Get up!" the echo urged him on, "Get up and take your place!

You were not meant for failure here! Get up and win that race!"

So, up he rose to run once more, refusing to forfeit,
and he resolved that win or lose, at least he wouldn't quit.

So far behind the others now, the most he'd ever been,

still he gave it all he had and ran like he could win.

Three times he'd fallen stumbling, three times he rose again.

Too far behind to hope to win, he still ran to the end.

Consult 4 Kids Lesson Plans

They cheered another boy who crossed the line and won first place,
head high and proud and happy – no falling, no disgrace.

But, when the fallen youngster crossed the line, in last place,
the crowd gave him a greater cheer for finishing the race.

And even though he came in last with head bowed low, unproud,
you would have thought he'd won the race, to listen to the crowd.

And to his dad he sadly said, "I didn't do so well."

"To me, you won," his father said. "You rose each time you fell."

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	The No Bullying Campaign #2
Focus:	Strategies for Resolving Conflict

Materials: Chart paper, poster paper, markers

Opening

State the Objective

The objective of this lesson is to begin a No Bullying Campaign.

Gain prior knowledge by asking students the following questions

Ask students:

1. Why is it important for everyone to be on the same page about bullying?
2. How harmful can bullying be for students?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Help students to create positive statements around bullying others.

1. "We will treat everyone with respect and dignity, just like we want to be treated."
2. "We will help other children who are being bullied." We help others who are being bullied because we are all in this together.
3. "We will include all students in activities." We include all students in all activities in our program.
4. Students propose other guidelines as well.

Students Practice (You Do)

The class should create a Bully Proof Quilt. Each student creates a square for the Bully Proof Quilt. Quilt squares can be writing, or illustrating a square that states his/her commitment to No Bullying!

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT):

In this simple debrief, students talk about the activity or the day.

1. What did you enjoy most about the day?
2. What else would you have like to have done?
3. What would you have liked to have spent more time on?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in solving a conflict.
- Ask them to comment on what they did today. Was this something they already knew how to do? (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	The No Bullying Campaign # 3
Focus:	Strategies for Resolving Conflict

Materials: Chart paper, poster paper, markers

Opening

State the Objective

The objective of this lesson is to begin a No Bullying Campaign.

Gain prior knowledge by asking students the following questions

Ask students:

1. Why is it important for everyone to be on the same page about bullying?
2. How harmful can bullying be for students?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Help students to create positive statements around bullying others.

1. "We will treat everyone with respect and dignity, just like we want to be treated."
2. "We will help other children who are being bullied." We help others who are being bullied because we are all in this together.
3. "We will include all students in activities." We include all students in all activities in our program.
4. Students propose other guidelines as well.

Students Practice (You Do)

The class should create a Bully Proof Quilt. Each student creates a square for the Bully Proof Quilt. Quilt squares can be writing, or illustrating a square that states his/her commitment to No Bullying!

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Closing

Review

Say:

- Recap what we did today.
- Did we achieve our objectives?

Debrief

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In this simple debrief, students talk about the activity or the day.

1. What did you enjoy most about the day?
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3. What would you have liked to have spent more time on?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in solving a conflict.
- Ask them to comment on what they did today. Was this something they already knew how to do? (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component:	Conflict Resolution
Grade Level:	K-5 th Grades
Lesson Title:	Ha Ha So Strategies
Focus:	Strategies for Resolving Conflict

Materials: None

Opening

State the Objective

The objective of this lesson is to develop a Ha Ha So Cheer.

Gain prior knowledge by asking students the following questions

Standing Up:

Have students describe a time they felt they were being taken advantage of. Have them explain what happened when they stood up for themselves.

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

Ha Ha So Strategies:

Discuss each component with students. Divide students into partner-pairs. Each pair chooses a strategy. Have students act out the strategy. Classmates guess the strategy.

Students Practice (You Do)

Help – Students should practice asking for help from peers and adults. Do a skit and/or role play. Have students practice this important strategy. Talk about preventative asking, the importance of asking for help if you think there may be a problem.

Assert Yourself – Teach students when it is wise to be assertive and when it is not. This is not the best strategy if bullying is severe.

Humor – This is a way to de-escalate the situation. Have students do something and laugh about it. Discuss how this relieves the tension.

Avoid – Teach students how to walk away from a bullying situation. Think ahead. Try to avoid the situation.

Self –Talk – Maintain positive self-esteem so that you are not a victim of bullying.

Own It – Help students learn how to defuse a put-down.

Have small groups of students develop a Ha Ha So Cheer and then share it with the group.

H – Help
 A – Assert Yourself
 H – Humor
 A – Avoid
 S – Self-Talk
 O – Own It

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Recap what we did today.
- Did we achieve our objectives?

Debrief

Likes and Dislikes:

Create a chart. List what students liked and what students didn't like about the activity. You might probe by asking, "What about this activity . . .?"

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in solving a conflict.
- Ask them to comment on what they did today. Was this something they already knew how to do? (Confirmation)
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