

Bullying

1. Question & Research Task

1. Watch the video by clicking on the picture to the right and pressing play.
2. Think about the jump start questions below.

Jump Start Questions:

- What is bullying?
- What are ways that kids can be bullied?
- Where can bullying take place?
- Who does bullying affect and how does it make a person feel?



Video gathered from www.watchknowlearn.com; submitted via [youtube.com](https://www.youtube.com)
Teacher will need to play the YouTube video for you.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can I appropriately respond to and prevent bullying?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

Let's learn more about bullying and how it can affect the way a person feels and acts. As you explore these resources, record what you learn in the note-taking chart.

Your teacher can show you the YouTube video as a class!

Your teacher/librarian will give you the database login if needed.

Information Sources



Image Source: BrainPop Jr.



Image Source: KidsHealth.org



Image Source: YouTube

Protect Yourself Rules-Bullying

[World Book Students: Bullying](#)



Image Source: Discovery Education .

Bullies and Bystanders

[World Book Kids: Bullying](#)

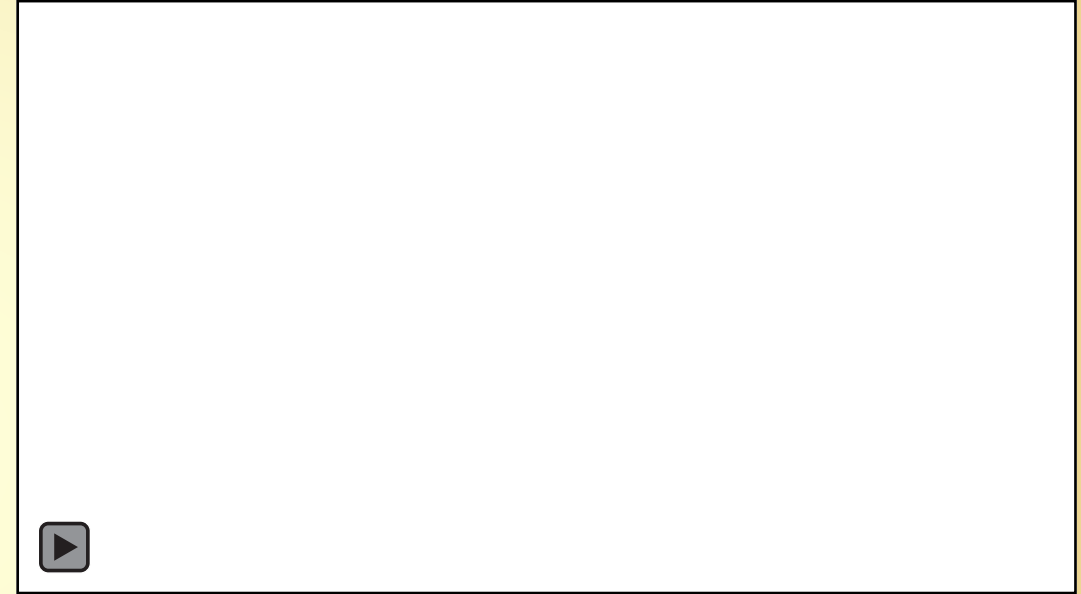
3. Student Activity

1. Read the CDC article, “[Preventing Bullying](#)” to learn more about preventing bullying, as well as guidelines for responding to a bully.
2. Read "[What Kids Can Do](#)" to help learn some strategies for preventing bullying.
3. Use the [graphic organizer](#) below to outline steps for dealing with bullies.

Bullying Graphic Organizer

Directions: As you review the information sources, keep track of your notes on this graphic organizer. Four topics are listed for you, use the rest of the rows to add your own topics as you take notes. Use your notes to guide you in the creation of your product.

| Topic: | Notes: | Citation: |
|--|--------|-----------|
| What is bullying? | | |
| How can I prevent bullying? | | |
| How can I stand up for others who are being bullied? | | |
| What should I do if I am bullied? | | |
| | | |
| | | |



Click the Discovery Education video above “[Preventing Bullying](#)” to learn how to prevent bullying.

4. Assessment Activity

How can I appropriately respond to and prevent bullying?

Ready, Set, Action! Work with a partner or a small group to create a comic strip about bullying.

Read the [rubric](#) to see what you must include in your project and how you will be graded.



Click on the “No Bullying” sign below to complete your “[Stop Bullying Now](#)” comic strip.



Image source: Microsoft Clipart

5. Enrichment Activities

Click on the pictures below to access each of the links.

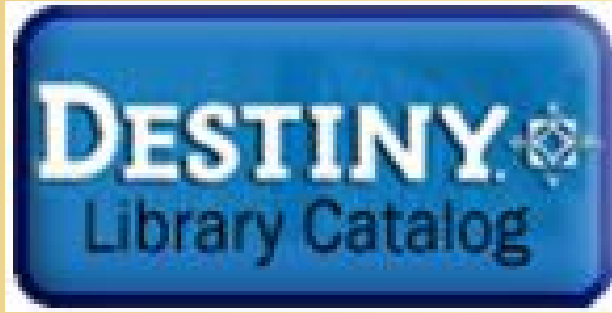


Image source: Follett Destiny Discover

Search Destiny to find books, eBooks and websites about bullying.



Image source: PacerKidsAgainstBullying

Read more and watch videos to learn even more about bullying.



Image source: StopBullying.gov

Watch “Stop Bullying Now” webisodes that show examples of bullying and bullying prevention.



Image source: BrainPopJr.

Draw a poster sending a message about bullying. Print it out to share with others.

6. Teacher Resources

Learning Standards Alignment

NHES Standards and Performance Indicators

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

| | | | | | |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
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Grade 3 Health: Unit 1 Building Relationships

Objective: Students will conduct brief, focused research in order to discuss strategies for handling bullying.

Time Frame: Two 50 minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed

Notes to the teacher:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Collaborate with your school library media specialist to plan and implement this lesson.
- According to the BCPS Office of Health Education, this lesson should be taught in the 1st quarter in the first Health Education Module.
- Slide 4 references a comic strip script. The teacher will need to print this out in advance. It is not able to be digitally manipulated.
- The video on Slide 2 that links to YouTube would need to be viewed as a class. Consider using that video as a model to gather notes.
- Students should view this Slam Dunk as a PDF.
- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for guidance as needed.