



Grade 4 Sample Lesson Plan: Unit 1 – Violence Prevention Skills

SOLs

- 4.1.O Explain the difference between teasing and taunting.
- 4.1.P Describe steps to resolve a conflict.
- 4.2.L Explain how teasing and taunting affects health.
- 4.2.M Identify strategies for reporting bullying and aggressive behaviors.
- 4.2.N Recognize harmful or abusive relationships.
- 4.2.O Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.
- 4.2.P Identify obstacles to effective communication, and describe how to overcome them.
- 4.3.J Analyze positive strategies for resolving conflict.
- 4.3.K Practice communication skills to overcome common communication difficulties.

Objectives/Goals

- Students will

Materials

There are several school wide anti-bullying, violence prevention, and positive behavior approaches that have been recognized as promising practices, including:

- Positive Behavior Interventions and Supports <https://www.pbis.org>
- Olweus School-wide Bullying Prevention Program <http://olweus.sites.clemson.edu>

Additional information on school based violence prevention and positive youth behavior programs is available on the Center for Disease Control and Prevention (CDC) website at <https://www.cdc.gov/policy/hst/hi5/violenceprevention/index.html> , on the BluePrints for Healthy Youth Development site at <http://www.blueprintsprograms.com> , and on SAMHSA's National Registry of Evidence Based Programs and Practices (NREPP) at <http://www.nrepp.samhsa.gov/landing.aspx>.

Resources

Pro-Social Activities

The book *Olweus Class Meetings that Work*, Hazelden 2009 includes numerous class activities for building pro-social skills. Two of them are summarized below:

Offering Friendships and Support to Someone Who is Being Bullied - Stepping Up and Stepping In Activity

An effective strategy to reduce bullying is addressing bystanders – students who are not directly bullying or being bullied but who may be watching or aware the bullying is happening, and can help in some way. If bystanders step in, often the bullying behavior will stop.

1. On separate slips of paper, print out the following stories from the *Stepping In and Stepping Out Lesson of the Olweus Class Meetings* book or others that you create (that may be more relevant to your student group, school, or community).
2. Assign groups of 3-4 students and provide each group with one story and one of the following worksheets.
3. One group member will read the story; the students will then talk together, and complete the worksheet.
4. Bring the students back together into a class circle.
5. Ask each group to read its story and tell how they completed the worksheet.
6. Process the activity. Suggested questions follow:

*What opportunities did the student who bullied have to prevent what happened?
How could the student who bullied make it up to the bullied student afterward?
What are some of the reactions or feelings students can have when they witness bullying?*

What things might make it uncomfortable for students to step in?

*What things might make it more comfortable for students to respond to bullying?
How do you think bystanders feel if they watch but don't get involved?*

*What could you do if a choice you made seemed to make the bullying worse?
What if you were being bullied and nobody stood up for you?*

Summarize the activity with an encouragement to students to stand up and help a student who is being bullied. Emphasize that they should tell a teacher or other trusted adult to get help in supporting the student who is being bullied and handling the situation.

References

- Al's Pals: Kids Making Healthy Choices - <http://wingspanworks.com>
- An Experiment in Unfair Treatment/Prejudice - http://www.educationworld.com/a_tsl/archives/04-1/lesson006.shtml
- BluePrints for Healthy Youth Development site at <http://www.blueprintsprograms.com>
- Bullying Lesson Plans <https://rossieronline.usc.edu/bullying-prevention-lesson-plans/>
- Emotional Development Resources - <https://www.teachervision.com/emotional-development/teacher-resources/32913.html>
- Kids Bullying Kids - http://www.educationworld.com/a_lesson/00-2/lp2055.shtml
- Kids against Bullying <http://www.pacerkidsagainstbullying.org/kab/>
- LlamaLlama Pledge to Be Nice Poster and Activities <https://www.teachervision.com/teaching-strategies/social-emotional-issues>
- Lets Be Friends Curriculum (Ophelia Project)
- <http://www.opheliaproject.org/teaching/LetsBeFriends.pdf>
- LifeSkills Training - <http://www.lifeskillstraining.com>
- NEA Teaching Students to Prevent Bullying <http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html>
- Olweus School-wide Bullying Prevention Program <http://olweus.sites.clemson.edu>
- Olweus Class Meetings That Matter: A Year's Worth of Resources for Grades K-5 - http://www.hazelden.org/OA_HTML/ibeCCtpItnDspRte.jsp?item=13746&site_x=10020:22372:US
- Peaceful Schools <http://peacefulschoolsinternational.org>
- Positive Behavior Interventions and Supports <https://www.pbis.org>
- Protect Yourself Rules Grades 4-6 (Barbara Sinatra Children's Center Foundation) <http://fightchildabuse.org/protect-yourself-rules/grades-4-6/>
- SAMHSA's National Registry of Evidence Based Programs and Practices (NREPP) at <http://www.nrepp.samhsa.gov/landing.aspx>.
- School Violence Prevention (CDC) website at <https://www.cdc.gov/policy/hst/hi5/violenceprevention/index.html>
- Sportsmanship Teachers Guide(KidsHealth.org) <https://classroom.kidshealth.org/classroom/3to5/personal/fitness/sportsmanship.pdf>
- Social Emotional Learning K-5

<http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans/search?query=&subject%5B%5D=912>

- StopBullying.gov Kids <https://www.stopbullying.gov/kids>
- Teaching Guide: Bullying and Teasing
<http://www.goodcharacter.com/GROARK/Bullying.html>
- Teaching Tolerance- Grades 3-5
<http://www.tolerance.org/category/level/grades-3-5?page=1>
- The Good Behavior Game
<http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game>
- Time to Talk about Bullying - <http://store.samhsa.gov/product/15-Make-Time-To-Listen-Take-Time-To-Talk-About-Bullying/SMA08-4321>
- Trustworthiness (Keller Independent School District
http://www.kellerisd.net/studentsandfamilies/know/community-of-character/documents/traits/coc_trustworthiness_k-4.pdf
- We Are Teachers: Resources for Social and Emotional Learning <http://www.weareteachers.com/lessons-resources/social-emotional-learning-classroom-resources>

Handout

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

Becoming A Problem Solver

Problem: Tell who, what, how and why it happened

What was the result?

How should I have solved the problem? List 2 better methods.

1. _____

2. _____

How could I have prevented the problem?

What will I do from now on?

My Signature _____

<http://specialed.about.com>

Behavior Think Sheet

What did you do?

Why was that a bad thing to do?

Who did you hurt?

What were you trying to accomplish?

Next time you have that goal, how will you meet it without hurting anybody?

Source: www.pbisworld.com/wp-content/uploads/Think-Sheet-2.doc

Think Sheet

Name:

I was not: Following Rules Being Respectful Being Safe Listening
(Circle all that apply) Following Directions Being Cooperative Being Responsible Other:

And
describe what happened

.....
.....
.....

I should have

.....

Then.....

.....

.....

.....

So from now on I

.....

.....

.....

.....

My Signature _____