Title: Be a Bully Buster!

Grade Level: 3rd  
Subject: Social Studies (Safety & Security)

Course: ________________________________

Duration: Year Long Project

Authors: Lee Lashley, Pam Rattley, & Polly Westfall

<table>
<thead>
<tr>
<th>Stage 1</th>
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</table>
| Big idea and desired outcome | Big Idea: Social Change (How can students eliminate bullying and become better citizens?)  
  - Empowering students by presenting them with positive character traits to become productive citizens and leaders.  
  - Identifying ways for students to address the problems faced with bullies in our communities. |
| Essential Questions (1-2, complex, provocative, ambiguous) | 1. How can a responsible citizen help create change in a community?  
2. What are the consequences of irresponsible behaviors?  
3. Why is it important for leaders to possess positive character traits? |
| Knowledge and Skills | Vocabulary: citizen, leader, bully, victim, bystander, emotional, verbal, physical, Character Trait words: responsibility, respect, kindness, courage, integrity, self discipline, and perseverance  
Skills:  
- solve problems related to bullying  
- analyze surveys and data  
- construct written, visual, or dramatic products, to communicate how character traits and leadership skills will decrease incidents of bullying and lead to better citizenship |
<p>| NCSCOS Goals/Objectives | Social Studies |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.01</td>
<td>Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.</td>
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<tr>
<td>1.03</td>
<td>Identify and explain the importance of civic responsibility, but not limited to obeying laws and voting.</td>
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<tr>
<td>1.05</td>
<td>Suggest responsible course of action in given situations and assess the consequences of irresponsible behavior.</td>
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<tr>
<td>7.02</td>
<td>Assess the heroic deeds of characters from folktales and legends.</td>
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<tr>
<td>7.03</td>
<td>Explore the role of selected fictional characters in creating new communities.</td>
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**Math**

| 4.01      | Collect, organize, analyze, and display data to solve problems. (Links with L.A. goal 3.05) |

**Language Arts**

| 2.03      | Read a variety of texts including: |
|           | - fiction |
|           | - nonfiction |
|           | - poetry |
|           | - drama |
| 3.01      | Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes. |
| 3.03      | Use text and own experiences to verify facts, concepts, and ideas. |
| 3.05      | Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps). (Links with Math goal 4.01) |
| 4.03      | Share written and oral products in a variety of ways. |
| 4.04      | Use planning strategies to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing). |
| 4.05      | Identify the purpose, the audience, and the appropriate form for the oral or written task. |
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Thematic Service-Learning Unit Plan

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<th>Stage 2</th>
<th>4.10 Explore technology as a tool to create a written product.</th>
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**Assessments:**
Formative and Summative Student Products and Performances

Students may choose from these service projects to demonstrate their understanding of how to deal with bullying:

- public service announcement
- story books
- skits
- letters
- advice column
- puppet shows
- poetry
- dance
- mural
- cartoon
- bulletin board
- poster contest
- song
- interview

Observation before, during, and after the service learning project will take place

Discussions relating to citizenship, bullies, and leaders

Presentations to a broader audience

**Rubrics**

Create rubrics on rubistar.4teachers.org.

See attached rubric as possible choice for oral presentation.
### Stage 3

<table>
<thead>
<tr>
<th>Pre-service Academic Learning Activities</th>
<th>Academic Instructional Procedures and Activities</th>
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<tbody>
<tr>
<td>Investigation</td>
<td>Investigate the qualities of good citizens through selected texts, small group and classroom discussion.</td>
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<tr>
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<td>Explore the effects of negative behaviors on other people through role-playing.</td>
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<td></td>
<td>Analyze the issue of bullying through small group and classroom discussion.</td>
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<td></td>
<td>Conduct anonymous surveys and interviews (of self and of someone of a different age group, including parents) to determine whether or not the students have been bullied, witnessed an act of bullying or bullied someone, and the impact of bullying on their lives.</td>
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<tr>
<td>Teacher will provide direct instruction on Guilford County School’s designated character trait each month.</td>
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<tr>
<td>Compare and contrast qualities of leaders through reading selected texts about fictional and nonfictional characters in literature and watching and discussing relevant videos.</td>
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<tr>
<td>Planning and Preparation:</td>
<td>Create graphs and/or tables to organize, analyze and display survey data. Use this information to begin identifying genuine community needs around the issue.</td>
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<tr>
<td>The students and teacher should explore possible partner service organizations such as Boys’ and Girls’ Club, ACES, and P.T.A., as well as K-2 Teachers to explore their needs around the issue of bullying and discuss the goals and purposes for the service learning products.</td>
<td></td>
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<tr>
<td>Through small group and classroom discussions, students will begin identifying ways that they can address the genuine community needs discovered.</td>
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### Thematic Service-Learning Unit Plan

| Service Activities | Youth Voice is important in determining the specific details for this service-learning project. Students may choose from these products (or come up with another idea) to demonstrate their understanding of how to deal with bullying: Examples are:  
- story books  
- skits  
- letters  
- advice column  
- puppet shows  
- poetry  
- dance  
- mural  
- cartoon  
- bulletin board  
- poster contest  
- song  
- interview  
- PSA to share with GCS News  
The students will share their products with other groups such as:  
- Boys’ and Girls’ Clubs  
- PTA  
- ACES  
- K-2 classes  
- other schools  
- the internet  
- Girl Scouts  
- Boy Scouts  
- religious groups  
- neighborhood clubs |
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<tr>
<td>Closing/Demonstration Activities</td>
<td>Students will present their products to an outside group. Students will administer a post survey to determine whether or not the number of incidents of bullying has decreased.</td>
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<tr>
<th>Reflection Activities (share, process, generalize, analyze, evaluate)</th>
<th>Students will use tables and charts to analyze the post surveys. Participate in a PAIDEIA seminar to discuss the roles of positive actions in becoming a good citizen or leader.</th>
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<td>(Youth Voice will guide the reflection activities to allow the students to have choices to share what they have learned after an entire year devoted to Citizenship, Bullies, and Leaders.)</td>
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<td>Students might create a visual representation of the issue, along with the types of emotions it elicits in themselves: cartoons, photos, poster, collage, etc.</td>
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<td>Students might create a written representation of the issue sharing the types of emotions involved: newspaper article, creative writing, diary entry, etc.</td>
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<tr>
<td>Materials Needed</td>
<td>Bullying Survey (list of feeling words from guidance counselors)</td>
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<td>Guidance Counselors</td>
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<td>Regional SAP coordinators</td>
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<td>Literature and DVDs or videos on Bullying, Roles of Citizenship, and Qualities of Leaders relating to Citizenship, Bullies, and Leaders, and posters about character traits (See attached list of resources.)</td>
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<td>Possible Field Trips: The International Civil Rights Museum</td>
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<td>See a play with a character that is a bully</td>
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Possible Lessons

Lesson One: What are the qualities of a good citizen?

Lesson Two: What happens when people make bad choices that affect other people?

Lesson Three: Analyze the role of the bully, the victim, and the bystander by completing interviews, creating tables and charts, and discussing the data.

Lesson Four: What character traits will help students deal with bullies? (Overview of the character cornerstones)

Lesson Five: Compare and contrast the qualities of leaders through fictional and nonfiction characters in literature and videos.

Lesson Six: How can one child or one class of students make a positive impact on the problem of bullying in society?
Bullying Interview

Directions: Complete this survey honestly. Please put your age but NO names on the survey.

Have you ever been bullied?  ____ yes  ____ no

Where were you? (Be specific.)
_____________________________________________________________________________________

How did it make you feel?
_____________________________________________________________________________________

How many times have you been bullied?
  ____ 0  ____ 1  ____ 2  ____ 3  ____ 4  ____ 5 or more

Have you ever been bullied by a girl?  ____ yes  ____ no

Have you ever been bullied by a boy?  ____ yes  ____ no

Was the bully older than you?  ____ yes  ____ no

Was the bully younger than you?  ____ yes  ____ no

Was the bully the same age as you?  ____ yes  ____ no
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Did you report the bullying? If yes, who did you report it to?  _____ yes  _____ no

Have you ever watched someone bully another person?  _____ yes  _____ no

Where were you? (Be specific.)

______________________________________________________________________________

What did you do and how did it make you feel?

______________________________________________________________________________

Have you ever been a bully?  _____ yes  _____ no

Where were you? (Be specific.)

______________________________________________________________________________

What did you do and how did it make you feel then?

______________________________________________________________________________

How do you feel about it now?

______________________________________________________________________________

How old were you when you were acting as a bully? ___________

How old was the person that you bullied? _________________
Post Interview about Bullying

Directions: Complete this survey honestly after you completed your unit called Bully Busters. Please do not put your name on the survey.

Have you been bullied in the past month?
_____ yes  _____ no

What did you do? (Be specific.)

Have you observed someone being bullied in the past month?
_____ yes  _____ no

What did you do? (Be specific.)

Have you bullied anyone in the past month?

What did you do? (Be specific.)
RESOURCES

Literature (Bullying):

Hooway for Wodney Wat, by Helen Lester.

Poor Wodney Wat is bullied by everyone in his class. What will Wodney do when the biggest bully of all moves into the class? (Kids' Wings Unit in Book Buddies)


Tiny Molly Lou Melon learns from her grandmother how to handle her differences. When she moves to a new place, she must put her lessons to the test when a bully tries to make her feel bad. (Kids' Wings' Tickles, Tricks, and Treasure contains this classroom unit.)


When Clara's mother said goodbye to the egg that was Clara, she wished for Clara to be contented and courageous. This is the story of how Clara became both. How will Clara handle the bullying by a stuck-up red butterfly? (It's also great to explore C-Words and C-Sounds!) (Kids' Wings' Tickles, Tricks, and Treasure contains this classroom unit.)


Mean Jean is the meanest bully of all! Who is big enough to stop the bullying? Why, tiny Katie Sue, of course. (The Kids Wings Unit in Tickles, Tricks, and Treasure contains a fantastic readers theater script about bullying!)


Andy Shane hates school because of his bossy classmate who always seems to be getting him into trouble. Luckily, his wise grandmother knows just the trick to channel Delores's activities into a better direction! (Kids Wings Unit in Springboards.)


A stray dog is bullied by a house full of cats. How will he ever fit in? (Kids' Wings' Tickles, Tricks, and Treasure contains this classroom unit.)

The Mightiest Heart, by Lynn Cullen.

This folktale about a dog who is devoted to his master will teach compassion, the character trait basic to fighting a bully. (Kids' Wings' Forged in the Fire contains this classroom unit.)
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**Literature (Character Traits):**

- **Responsibility**
  - *The Queen’s Journey*
  - *Two Intelligent Boys*
  - *An Insignificant Task*
  - *The Lazy Little Bird*

- **Respect:**
  - *The Gossips*
  - *The Colourless Tiger*
  - *The Respectful Prince and the Dwarves*
  - *Never Make Fun of a Rhino*

- **Kindness:**
  - *Modern Nomads*
  - *The Red Moon*
  - *The Grey Fountain*
  - *The Grumpy Tree*

- **Courage:**
  - *The Courage of Sarah Noble*
  - *Brave Irene*
  - *Courage*
  - *The Rose Fairy Princess (Angelina Ballerina Series)*

- **Integrity:**
  - *Arthur and the Sword,*
  - *Telling the Truth: Learning About Honesty, Integrity, and Trustworthiness,*
  - *I’m Telling the Truth: A First Look at Honesty,*
  - *The Berenstain Bears and the Truth*

- **Self Discipline:**
  - *Sparky Hooves*
  - *Trouble in the Science Class*
  - *Art Town*
  - *A Lion Without a Roar*

- **Perseverance:**
  - *Hunting for Smiles*
  - *The Drawing That Talked*
  - *The Little Engine That Could*
  - *A Girl Named Helen Keller*

**Citizenship/Leadership:**
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- **We Live Here Too!: Kids Talk about Good Citizenship** by Nancy Loewen, Omarr Wesley (Illustrator)
- **Being a Good Citizen: A Book about Citizenship** by Mary Small, Stacey Previn (Illustrator)
- **Good Citizenship Counts (Character Counts Series)** by Marie Bender, Howard Kirschenbaum (Contribution by)
- **Citizenship: Cartoon Nation** by Jason Skog, Kelly Brown (Illustrator), Michael Bailey

**United Streaming Resources**

**Bullying**

- “**What We Learned About Bullying**”, including a full video, blackline masters, and a teacher’s guide for grades K-5.
- “**Bullies and How to Help Them**”, for students who have been bullied. Includes full video, blackline masters, and teacher’s guide. (Grades 3-5)
- “**No More Teasing!**”, including full video, teacher’s guide, and quiz. (Grades 3-5)

**Good Character:**

- “**Building Character**”. Discusses four main traits, including integrity, respect, and citizenship. Also includes teacher’s guide and quiz. (Grades 3-5)

**Citizenship/Leadership:**

- “**TLC Elementary School: Understanding Good Citizenship**” with teacher’s guide and full video. (Grades K-5)
- “**Citizenship in the Community**” with teacher’s guide and full video. (Grades K-2)

**Other:**

- *The Kid’s Guide to Service Projects: Over 500 Service Ideas of Young People Who Want to Make a Difference* by Barbara A. Lewis. (Free Spirit) $10.95. In an era of service learning and volunteerism, this is an indispensable volume for students and teachers. The quality and breadth of service ideas are remarkable. **Teaching Strategy:** Have kids create a special “Giraffe Club” to honor peers who stick their neck out to do a good deed. Keep a roster of members and deeds on the classroom wall.