

Grade 3 Lesson Plan 3

Program outcomes

- Students identify behaviors that can result from strong emotions. (3.1)
- Students identify the impact of their peers on their feelings of self-worth. (5.1)
- Students identify their role in taking responsibility for their own emotions and behaviors. (3.2)

Objectives:

- Students describe several emotions including happiness, sadness, love, and anger
- Students connect how emotions affect a person's behaviors and what that looks like
- Students identify behaviors influenced by emotions
- Students identify the possible outcomes of bullying based on feelings of self-worth
- Students identify actions they can take if someone is bullying them

Standards addressed:

ISBE Social Emotional Learning Standards: 1A.2a, 1A.2b, 2D.2a, 2D.2b, 3A.2a, 3A.2b, 3B.2a, 3B.2b

ISBE Health Standards: 23.C.2a, 24.A.2a, 24.B.2, 24.C.2

National Sexuality Education Standards: ID.2.INF.1, PS.2.CC.2, PS.2.CC.3, PS.2.AI.2, PS.2.IC.2

Time: 35-40 minutes

Materials needed

- PowerPoint
- Video of girl getting bullied

Setup:

There is no required setup of props before program. Open video clip and be ready to start it. Conduct ARS pretest prior to beginning attention-getter.

Attention-getter

Students view video clip (<http://www.youtube.com/watch?v=0qfo9QvY8DQ>) of kid getting bullied during lunch at school. The video clip is paused right at the point where the bully knocks the girl's lunch out of her hands. (10 minutes)

Activity outline

1. Teacher leads class discussion using the following questions: (10-12 minutes)
 - a. How do you think the girl being bullied felt when the other kid knocked her lunch off her tray? (Sad, angry, etc. Make sure to identify those feelings as examples of emotions and ask kids to identify others including happiness, joy, excitement)
 - b. Was it ok for that kid to treat her the way he did? Why or why not? (Bullying is never ok)
 - c. Why do you think that kid treated her the way he did? (Most bullies feel bad about themselves but are good at reading people. They find someone they can pick on who won't fight back. This makes the bully feel better about himself/herself)
 - d. Does this happen in real life? (Yes, bullying rates vary but can be extremely high, especially during the middle school years)

- e. What does it mean to be bullied? What does bullying look like? (Make sure to identify physical, emotional, cyber, and exclusionary bullying)
 - f. Bullying is one example of a behavior that can happen because of emotions. The bully feels bad about himself or herself, which causes the bullying. What other behaviors can happen if a person feels bad or sad? (grades suffer, withdraw from friends, drop out of sports) What about if someone is mad? (yell at others, fights, say things they'll regret, break stuff, or maybe get really motivated to prove someone else wrong and work really hard) What about if someone is really excited or happy? (smile, compliment someone, random act of kindness, get a little out of control and get in trouble at school) (The teacher needs to make sure kids understand that strong emotions can cause behaviors, and that these behaviors can be positive or negative, *and can affect other people!*)
 - g. What happens next to the girl in the video? (she could tell someone, she could keep it to herself, someone gets involved, nobody gets involved)
2. Teacher defines the term self-esteem as the way someone feels about himself or herself. Teacher then shows students a list of factors that can affect a person's self-esteem either positively or negatively. Teacher then explains that low self-esteem can make a person feel bad about himself or herself. This can affect a person's behavior, increasing the possibility of someone getting bullied as well as affect what they do about it. Teacher then moves on to the following activity: (5 minutes)
 3. Teacher leads discussion of the following possible scenarios that the girl in the video could do after getting bullied at lunch: (10 minutes)
 - a. The girl does nothing. She hides this from her parents. She hides this from her teachers.
 - i. How does this make her feel in the moment? How does this affect how she feels about herself as a person, or in other words her self-worth?
 - ii. Will this fix the problem?
 - b. The girl tells the teacher/tells her parents.
 - i. How does this make her feel in the moment? How does this affect how she feels about herself as a person, or in other words her self-worth?
 - ii. Will this fix the problem?
 - iii. What might happen to the girl later if she tells on her classmate?
 - c. Other kids help her stand up to the bully.
 - i. What does standing up to a bully look like? (using words to tell them to stop, walking away, pushing back)
 - ii. How does this make her feel in the moment? How does this affect how she feels about herself as a person, or in other words her self-worth?
 - iii. What could a person who witnesses bullying do to help the person getting bullied?
 - iv. Will this fix the problem?
 4. Teacher asks students, "Which of the previous scenarios is a person with low self-esteem likely to do? (option 1) What about a person with high self-esteem? (options 2 or 3) Which are most likely to solve the problem? (options 2 and 3)" Teacher points to "self-esteem builders" PowerPoint slide and reminds them that they are all able to take those steps to build their self-esteem.
 5. Teacher shows the rest of the video. (1 minute)
 6. Teacher summarizes by saying to kids, "Just like the girl in the video, people are going to affect the way you feel. You get to decide what to do about it. The kids at this school chose not to let bullies get away with it. As you saw, as soon as one kid stood up, the rest of the school joined in

and stopped the bully. Remember, your emotions are one thing that affects your behavior, but you still have control over what you choose to do.” (4 minutes)

Assessment questions

Pretest/post-test

1. Which of the following emotions can affect how you act?
 - a. Happy
 - b. Sad
 - c. Angry
 - d. All of the above**
 - e. B and C
2. My friends do not affect my self-esteem.
 - a. True
 - b. False**
3. Low self-esteem can cause serious problems in a person’s life.
 - a. True**
 - b. False
4. I am responsible for the things I do when someone makes me angry.
 - a. True**
 - b. False

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