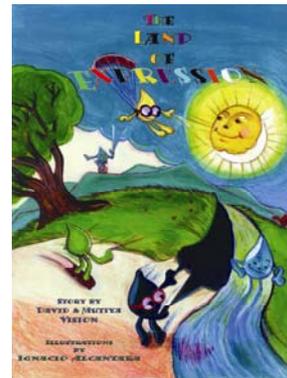


Lesson Plan Developed and Tested by  
Jane Cyphers - 4<sup>th</sup> Grade Teacher  
P.S. 10, Brooklyn, New York

©2009 by Vision Works Publishing

**The Land of Expression**  
**Lesson Plan #4 - How Does It Feel to Be**  
**Bullied?**  
**How Does It Feel to Bully Someone?**  
**Grade 4 and up**

**(CAUTION: Make sure your class is supportive and trustful of one another before teaching this lesson.)**



**PURPOSE:**

- To find out what makes the bully do and say the things he/she does.
- To explore through role-play how bullying makes others feel.
- To explore how people control one another.
- To realize that bullying is not always that obvious.
- To realize that bullying is a form of control.
- To realize that teasing is a form of bullying.
- To realize that you might be bullying someone and not even know it!

**MATERIALS:** *The Land of Expression* by Mutiya and David Vision, Illustrations by Ignacio Alcantara, two different colored stickers, chart paper.

**PROCEDURE:**

1. Define Bullying.
2. Discuss and chart the ways people try to control one another.
3. Here are some possible control strategies my students shared: ignore someone when they speak, ignore their needs, don't give them their fair share, talk over them when they speak, yell at them, hit them, bribe them, punish them, threaten them, fire them, separate them from the group, isolate them, take something away from them, tell on them, spread rumors about them, give them a different set of rules from someone else, spread rumors about them, call them names, make fun of them, tease them, talk negatively about their family or friends, talk about them behind their back, bump into them on purpose, pull your desk away from them, shake your head and roll your eyes at them, say they're different from you, annoy them until they do something they don't want to do, lie to them, hold their things hostage until they do what you want, alienate them, promise them something but then betray the promise, etc.
4. Categorize these actions into the following groups: Strategies adults use, strategies children use. Then separate them by the level of annoyance: a little annoying, very annoying, unacceptably annoying and time to take action. Each

- child should work individually on this. Share with partners. Chart results with the class.
5. Have students volunteer to be bullied to see how it feels. If you have a group willing to try it, then set some strict parameters. Be sure to set a time limit and make sure the adults in charge are aware of the “experiment”. The bullied will keep a clipboard to log their experiences. Afterwards the bullied will sit on a panel and discuss their reactions to the activity as the aggressors listen in.
  6. Take the lesson a step further, but this time the bullied will not be aware that they have been chosen. Secretly put a sticker on the backs of each child. All the stickers will be the same, except for the one or ones that the students will be allowed to bully. These children will have a different colored sticker so the “bullies” will know who to bully. Again, set the limits. The child who is chosen will not know they are going to be the one bullied or not. The bullying strategies that the students are allowed to use can only come from the “a little annoying” strategies. The bullied may wonder whether or not they are really being bullied, or whether they’re just being sensitive. Every student will keep a log of all the times they feel they have been bullied. The teacher may join in.
  7. After the session, discuss reactions.

#### **FOLLOW-UP:**

Discussion might focus on the following:

1. How did it feel to be bullied, even though you knew it was only a roll play?
2. Did you realize anything about yourself or your classmates?
3. How did you react to what the bullies said and did?
4. Was there anything that particularly upset you about what the bullies were saying?
5. Did some people feel bullied, even when no one meant to bully them? Why?
6. Do we do things that hurt each other without realizing it?
7. How did it feel being the aggressor?
8. Did your feelings change after awhile? Why?
9. Did this lesson make you think of bullies in a new way?
10. How do people learn to control others?
11. Is it good to control others in some cases?
12. Do you know any bullies?
13. Are you a bully?

*Next time, think before you antagonize, get on someone's nerves, ruffle someone's feathers, rub someone the wrong way, peeve, hassle, miff, rile, needle, frost, bug, get someone's goat, get someone's back up, get in someone's hair, drive mad/crazy/bananas, drive around the bend, drive up the wall, tee off, tick off, burn up, rankle or bully anyone! Oxford American Dictionary*

To order *The Land of Expression*, and for more information on booking the authors, or other publications by Vision Works Publishing visit: [www.VisionWorksPub.com](http://www.VisionWorksPub.com)  
(888) 789-6757