

Discover New Horizons

Third Grade

Bullying
Child Abuse
Healthy Relationships
Cooperative Relationships

Bullying

Audience

Third Grade

Objectives

- To recognize bullying behavior
- To learn strategies for dealing with bullying behavior
- To build self esteem

SOL Compatibility

Health Education Standards of Learning (Third Grade):

- Students will explain how to interact positively with family, peers, and other individuals, and demonstrate knowledge the difference between safe and harmful behaviors
- Students will use decisions-making skills to promote health and personal well-being
- Students will learn processes for resolving conflicts peacefully and strategies for solving health-related problems

Duration

30-45 minutes

Materials

Continuum Cards
Stand Up For Yourself Rules
Bullying Word Seek

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) If this is the first visit, tell students about some of the services we offer.

Activity One

Discussion: Let the students know that today we are going to talk about bullying. Tell them that it is very important during the discussion to not name people as bullies or victims. As a group, define what a bully is and brainstorm how a bully acts. Definition of bullying: Bullying is anything we do to make someone feel less important or good about

themselves. Bullying can be **verbal**. That means bullies use words to hurt other people. The bully might call someone a name, whisper about them, insult them, or start rumors or gossip about them. Bullying can be **physical**. This means that the bully might punch, hit, or threaten them with violence. Sometimes bullying is **emotional**. Bullies might hurt the feelings of others by leaving them out of activities (**exclusion**) or making fun of them because of some type of weakness that they might have or that the bullies think they have. Other times bullies might **steal** someone's lunch money or other some other item that belongs to the person. Also, **cyber bullying** is when somebody sends messages on email, instant message, or a cell phone that make another person feel scared or bad. What kind of bullying do you see most often?

Activity Two

Select volunteers to complete the continuum exercise. Give each student a card and have them place themselves in order from least offensive to most offensive.

Optional- depending on the class size it may be better to divide students into groups and allow one group at a time to demonstrate the exercise. This allows the students in the audience to concentrate on everyone else's cards instead of their own.

Allow students the chance to explain why they placed themselves where they did and allow the audience a chance to disagree or agree. Explain to students that bullying often starts out non-physical and as it continues it becomes physical and more violent. Also explain that behaviors hurt people differently which is why we sometimes disagree on where each act should be placed.

Activity Three

Do girls and boys bully the same way? Talk about how often girls use gossip and rumors to hurt other girls, while boys are more likely to be physical. That doesn't, however, mean that girls don't bully physically.

Point out that bullies aren't always a person that you don't get along with all of the time. Sometimes in friendships one person may control the other. They might get mad if you play with someone else at recess or they might want to make all of the decisions about what you do. It is important to talk about these things. The person may not know that they are acting like a bully.

Why do you think that bullies bully others? A lot of reasons. They might be jealous, they might have been bullied, they just want to make people feel rotten, they have seen bullying done by other people, and they want attention. Stress that children are not born bullies. Bullying is a learned behavior. What does this mean? That means that we learn how to bully from others. We see people being bullied on television, in movies, at school, maybe at home. **Stress that not all bullies learn to bully at home – many people learn bullying at school.** What are some things that we can do when we notice a person who is being a bully? What can all do to prevent people from becoming bullies?

How does a bully pick their victim? Bullies usually target people that don't look like they would fight back.

Activity Four

If a bully picked on you, what could you do? Be sure to emphasize non-violent strategies. (Walk away, tell an adult, stick with friends, ignore it, tell the person to stop) Is telling an adult about bullying the same as tattling? No, bullying can be very dangerous. *No one deserves to be bullied.* If someone is hurting you or threatening to hurt you or another person, you should tell a grown up right away.

What about if you see somebody else being bullied – then you are a **bystander**. Would you stick up for that person? What if you weren't friends with them? Discuss different strategies for intervening in a bullying situation. You can confront the bully, if you feel comfortable. (Emphasize that students should *not* try to put themselves in the middle of a physical fight). You can try to be the victim's friend, and tell them they don't deserve to be picked on. You can talk to an adult about what is going on. Why is it important to be an *active* bystander? Because you would want someone to stick up for you if someone was bullying you. Because it feels good to go to school in a safe place.

Pass out Stand Up For Yourself Rules and Bullying Word Seeks.

Review

What is the instructor's name? Where does s/he work? What did we talk about today? Where can people learn to bully? What can you do if someone bullies you? Does anyone deserve to be bullied?

(Note: this lesson can be followed up with Bully Bingo review)

Child Abuse

Audience

Third Grade

Objectives

- To define Child Abuse
- To learn the definition of personal space
- To identify trusted adults
- To learn to develop a safety plan

SOL Compatibility

Health Education Standards of Learning (Second Grade):

- Students explore the use of nonviolent strategies to resolve conflicts
- Students recognize the influence that health resources and professionals have on personal health and learn to identify the importance of communicating health concerns to trusted adults
- Students demonstrate ways to communicate consideration and respect for the health of individuals in the community, and understand the impact of verbal and nonverbal aggressive behaviors

Duration

30-45 minutes

Materials

Black-Eyed Susan

Safe Place Drawing Sheet

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.) Explain that today we are going to talk about something very important. We are going to talk about good touches and bad touches. Emphasize the need to be respectful to all of our classmates and keep our giggles to ourselves.

Activity One

Explain that today we will be talking about something very serious. As a class, define child abuse. Child Abuse is any harm done to children that is not an accident. Introduce

the story Black Eyed Susan and instruct students to pay attention to the kinds of abuse they see in the story.

Read Black Eyed Susan. This book tells the story of Susan, an elementary school student who talks to her teacher, Ms. Shelton, about abuse happening in her home between her father and her mother. She reports that her parents have been arguing a lot and her father has been hitting her mother. A few times she tried to get between them to stop the fighting and got hurt in the process. Susan, her brother, and her mother go to stay at a shelter while her father receives counseling and they are all eventually reunited. The story introduces the setting of a shelter and also the importance of teachers and social workers as people who can help keep kids safe if their homes aren't.

Activity Two

What kinds of abuse did students see in the story? **Physical:** this includes any physical harm to a child like hitting, burning, kicking, etc. **Emotional:** this includes name calling, threatening, harsh punishment like making a child sit in a dark closet as punishment. What are some other kinds of abuse that you know of but didn't see in the story? **Neglect:** not providing food or clothing, not allowing to go to school, not taking to the doctor, or not providing love to the child. **Sexual:** this includes an adult or older child touching a child in their sexual areas or having the child touch them in their sexual areas. Emphasize that sexual abuse is bad because it hurts people's feelings or bodies, and not because sexual parts themselves are bad.

Discuss the difference between discipline and child abuse. **Discipline is correcting the behavior of a child and showing the child how to behave in a more acceptable way. It does not have to be physical. Child abuse is deliberately injuring a child in physical, sexual or verbal ways.** How can you tell the difference? Discipline teaches, and abuse hurts. If someone ever disciplined a child very harshly or when the child didn't do anything wrong, that is child abuse.

Activity Three

What is a kind of abuse that you saw in the story that wasn't with children? The father abused the mother. In what ways? Physically and emotionally. Who knows what this is called? **Domestic violence** is abuse between grown-ups, often parents. Is it ok for parents to argue or even get mad at each other? Arguing is a normal part of relationships, but arguing that involves hitting, name-calling, or other types of abuse is *not* normal or healthy. Should a child get involved if his/her parents are fighting? No. The child should go to a place that feels safe to them until the argument is over.

Activity Four

Introduce the idea of a **safety plan**. A safety plan is a plan you make to keep yourself safe, like a fire drill. What would have been a good safety plan for Susan? When her parents started fighting, she could have gone somewhere safe, like her room or to talk to

her brother. She also talked to her teacher about what was happening at home. Who were other adults that helped Susan? (A social worker, her mother). Who are adults that could help you if you needed it? (teachers, guidance counselors, principal, etc.)

This might all sound scary but remember that you might not ever experience abuse. This lesson is to help keep you safe just in case you are ever in this type of situation.

Activity Four

Pass out Safe Place drawing sheet, if time permits, and ask the students to draw a picture of a place they feel safe in. Ask for volunteers to share their pictures if time permits.

Review

What is the instructor's name? Where does s/he work? What did we talk about today?
What is a safety plan? Does anyone ever deserve to be abused?

Healthy Relationships

Audience

Third Grade

Objectives

- To identify healthy/unhealthy ways to express feelings/alternatives to violence
- To define a healthy relationship and an unhealthy relationship
- To recognize reasons that people are in unhealthy relationships
- Identify things that you can do if you are in an unhealthy relationship/ways to stay out of unhealthy situations.

SOL Compatibility

Health Education Standards of Learning (Third Grade):

- Students will explain health habits that impact personal health and development, including positive interaction with family, peers, and other individuals
- Students will use decisions-making skills to promote health and personal well-being
- Students will learn processes for resolving conflicts peacefully and strategies for solving health-related problems

Duration

30-45 minutes

Materials

Healthy Relationships Recipe Sheet

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.)

Activity One

Talk about anger. What makes us angry? What are some things that people do when they get angry? Explain that there are healthy and unhealthy ways to express your anger. Healthy ways: talk about what is bothering you, walk away, etc. Unhealthy ways: hitting, name calling, etc. Why is it important to be friends with people who demonstrate healthy ways to control their anger?

Activity Two

Define the word boundary. (A limit) We all have boundaries. Boundaries can be physical, visual, or hearing. This means that we all have limits to where we want people to touch us, or what we want people to say to us, or what we want to see. If someone invades our boundaries than they pass the place that makes us feel comfortable. We all have the right to decide who we want to touch us or talk to us. We have the right to see what we want to see and to not do anything we don't want to do. We should all respect each others boundaries.

Define the word relationship as a class. (Being interested in or connected to someone.) What comes to mind when you hear this word? What kind of relationships can you have? Family, friends, dating.

What is a healthy relationship? A relationship where all people are treated nicely and all boundaries are respected. What is an unhealthy relationship? Think to yourself about what people must do in order to have a healthy relationship. Talk about how any relationship can be unhealthy whether it involves friends, family, people in your class, people in your school, etc.

Optional Exercise: Depending on setup and size of class, and time available. Have students make a circle. Go around the room so that everyone has a chance to speak. I want you to say, "I'm (name) and my favorite thing to do on Saturdays is...." The next person will continue by repeating what the person before him or her shared, and then introduce him or herself and complete the sentence. Example: This is (name) and she likes to (activity) on Saturdays. I am (name) and I like to (activity) on Saturdays.

Discussion: How did you feel about the exercise? Why do you think we did it? What does it have to do with healthy relationships? (It required you to listen and to be respectful, two of the most important ingredients in good, healthy relationships.) People who have a healthy relationship with each other listen to each other. They are respectful and they never hit or call people names. Why do you think some people are in unhealthy relationships? Talk about self esteem. What is self esteem? How do people with low self esteem feel about themselves? People with low self esteem often are in unhealthy relationships. Why do you think this is? Because they don't think they deserve to be in a healthy relationship or because they don't even know that they are in an unhealthy relationship.

Activity Three

Have students write a recipe for a healthy relationship that they have or that they would want. This relationship can be with anyone that they want it to be with and should include all the qualities that they feel would make their relationship healthy. (It is helpful to give the students a moment to do this activity independently then ask them for suggestions and write them on the board as a group.) Characteristics can be: fun, likes me for me, shares,

trustworthy, respectful, responsible, communicates, doesn't abuse me or others, helpful, caring, listens, faithful, loyal, honest, etc.

Activity Four

Call out numerous relationships and ask if they are healthy or unhealthy relationships.

A friend asks you to cheat on a test.

A friend shares their toy with you.

A classmate invites you to play a game with them.

A friend says that they are your friend, but only if you are their friend and no one else's.

A friend wants you to be mean to another classmate because they don't like them.

You forget your lunch money and a classmate offers to share their lunch with you.

A classmate calls you a mean name.

A classmate hits you.

A friend asks you to play a game with them and you tell them "No thanks, maybe next tomorrow."

You tell a classmate a secret and ask them not to tell anyone and they end up telling the whole class.

Activity Five

What should people do if they are in an unhealthy relationship? The minute that they notice unhealthy signs, they need to get out! They can tell a teacher, a parent, a friend, or Project Horizon. Why don't some people leave unhealthy relationships? (They might be scared, they might not have anywhere to go, they might not know it is unhealthy, adults might have kids, etc.)

Review

What is the instructor's name? Where does s/he work? What kinds of relationships did we talk about today? What kinds of things belong in a healthy relationship? What are warning signs that a relationship might not be healthy? Who deserves to be in healthy relationships?

Cooperative Relationships

Audience

Third Grade

Objectives

- To understand what it means to cooperate
- To learn the traits associated with cooperation
- To learn why it is important for everyone to cooperate

SOL Compatibility

Health Education Standards of Learning (Third Grade):

- Students will explain health habits that impact personal health and development, including positive interaction with family, peers, and other individuals
- Students will use decisions-making skills to promote health and personal well-being
- Students will learn processes for resolving conflicts peacefully and strategies for solving health-related problems

Duration

30-45 minutes

Materials

Cooperative Relationships Word Seek
Puzzles

Introduction

Explain that Project Horizon is an organization that helps people who have been abused. Define abuse as a class. *Abuse is when someone hurts another person on purpose.* Identify different ways someone can be abusive. (Examples: hitting someone, name calling, etc.)

Activity One

What does it mean to cooperate? To cooperate means to work with another person peacefully to achieve a common goal. Why is it important to cooperate? What could happen if you don't cooperate? If you have a football team and all of the members of the team don't cooperate, what would happen? It is important for everyone on the team to cooperate so that you can make sure that you score. Why is it important that everyone on a team have a job? Because everyone has different strengths and we all bring different things to the table. I might be really bad at drawing a picture, but I might be a good painter. You might be the opposite. If we work together than our picture will be drawn

well and painted well. What are some ways that you don't cooperate? How do you think your teacher or parents feel when you don't cooperate?

Activity Two

Divide the class into groups of three or four students each. Explain that you will be distributing a puzzle to each group and that the group's goal will be to assemble the puzzle together. However, their challenge will be that only one person can touch the puzzle pieces, and that person will have their eyes closed. That person will be the Hands. (It's best for the instructor to designate which student from the group will be the Hands.) Everyone else in the group will be the Eyes. The job of the Eyes will be to instruct the Hands where to put the pieces. They will need to say things like, "move your left hand up and feel for the puzzle piece, etc."

Allow each group several minutes to work on the puzzle. When the puzzle is put together or you call time, ask students to return to their seats. Discuss the exercise. Do the students think they cooperated? Ask both the Eyes and the Hands what helped and did not help them put the puzzle together? What could they have done differently? Is it easier giving directions or receiving them? Was cooperation necessary for this activity? Could it have been done alone? Is it easier to have more people involved or less in the activity? Ask any other questions that come up from the discussion.

Activity Three

What characteristics does a person who cooperates have? (How do you know if someone is cooperating?)

- Listen well to others
- Share what you have with others
- Take turns
- Encourage others
- Show appreciation
- Make sure that everyone feels needed
- Do your share of the work
- Make sure that no one is left out
- Compromise when you disagree with someone

What trait(s) do you have? What is an example of a time that you showed this trait? Which one is the easiest for you? Which one is the hardest? Do you think that you have more fun when you cooperate than you do when you don't cooperate? Why do you think that people sometimes don't cooperate? What do you think an agency like Project Horizon has to do with cooperation?

Read the following statements and have the students tell you which characteristic the person is showing or should show.

When choosing teams in P.E., Isaac is always the last to be chosen. What should be done?

Mallory has a habit of interrupting others when they are speaking. What should Mallory do?

Fernando almost always shares his ideas with other members of his group. Which trait is Fernando showing?

When working with others, Alicia always puts down other people work. What should Alicia do?

Toby almost always makes sure that everyone has a job to do when working in a group. What trait is Toby showing?

Veronica almost always gives a little when she disagrees with someone. What trait is Veronica showing?

Horatio almost always makes sure that everyone has a chance to be the team captain. What trait is Horatio showing?

When working on a project, Leann almost always does the job she is given by her group. What trait is Leann demonstrating?

Activity Four

Cooperation is important in school and on teams, but it is also important in jobs. Who might a nurse need to cooperate with? Why? Who might a mechanic need to cooperate with? Why? Who might a school principal need to cooperate with? Why? Who might a fireman need to cooperate with? Why?

Activity Five

End the discussion by asking why cooperation is important and why it is important to include everyone. Tie in how anger affects ones ability to cooperate. When a person gets angry it is more difficult to cooperate, especially if they do not know what how to control their anger. This is when arguments and fights take place. Talk about how to handle frustrations when you are working with uncooperative people. When we cooperate we respect each other and listen when someone tells us they are uncomfortable doing something.

Hand out Cooperative Relationships Word Seek. Students may complete if time is available.

Review

What is the instructor's name? Where does s/he work? What was the topic of today's lesson? What are some things that make it difficult to cooperate with one another? What can you do if you are having a hard time cooperating with others?