

# Discover New Horizons

## Fourth Grade

Bullying  
Child Abuse  
Domestic Violence  
Recap

## **Bullying**

### ***Audience***

Fourth Grade

### ***Objectives***

- To recognize bullying behavior
- To identify roles in bullying incidents
- To learn strategies for dealing with bullying behavior
- To build self esteem

### ***SOL Compatibility***

Health Education Standards of Learning (Fourth Grade):

- Students will develop healthy coping and refusal skills, identify bullying and aggressive behaviors, recognize harmful or abusive relationships, and practice self-control
- Students will evaluate their roles in solving community health problems, including taking personal responsibility for exhibiting healthy practices within both school and community settings
- Students will understand the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations

### ***Duration***

30 -45 minutes

### ***Materials***

Blocks & bag

Stand Up For Yourself Rules

Reach for the Sky handouts (optional exercise)

### ***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***

Explain that today we will be talking about bullying. Have a volunteer come to the front of the room and hold a bag. Instruct other volunteers to come up to the front one at a time to name an example of how someone might be bullied and then place a handful of blocks

in the bag. Once the bag is full, ask the volunteer what they noticed each time a rock was put in the bag. Explain that when someone is bullied, they can get weighed down in all of the negative things going on. Next, have volunteers come up to the front one at a time to say something nice to the volunteer and remove a rock. Ask the student how it felt to have the opposite happen.

### *Activity Two*

As a group, define what a bully is and brainstorm how a bully acts. Definition of bullying: Bullying is an aggressive, hostile (mean), and repeated behavior by one or more people that is meant to harm and/or intimidate others. Define the different types of bullying: **Physical** violence and attacks (pushing, hitting), **Verbal** (taunts, name-calling, putdowns), **Threats** and intimidation, **Extortion** or stealing of money and possessions, **Exclusion** from peer groups, and **Cyber bullying** or intimidation through email, instant message, text message, cell phone, etc. Is what a bully does to someone abuse?

Explain that everyone has a role in bullying. This can be referred to as the Bully Triangle.

**Bully:** the person picking on another person. Why do bullies act the way they do? (Sometimes they were bullied themselves, they have seen bullying done by other people, they want power and control, and they may feel bad about themselves). Stress that children are not born bullies. Bullying is a learned behavior. What does this mean? What can you do if you notice that someone is copying negative behaviors that they see someone else demonstrate? What are some ways to tell if you are a bully? (Do you like to tease people, Do you want other kids to think that you are tough) What are some things that you can do to change?

**Victim:** the person being picked on by the bully. How do people become victims? (Bullies usually target people that appear to be easy targets. This means kids that have a hard time standing up for themselves and have low self esteem.) How can a bully tell if someone is an easy target? Poor body language, quiet, shy, scared, etc.

What do you think a bully looks like? Explain that bullies can be tall, short, muscular, skinny, etc. Bullies can be anyone! Do boys and girls bully the same way? Ask the class why they think that people bully. Often, students will say that the bully “comes from a bad home” or “doesn’t feel very good about himself/herself.” Explain that people bully for a lot of different reasons, but not all of them learn to do so at home (though some do.) Many people learn to bully at school, or from peers who also bully. Also, people don’t always bully because they don’t feel good about themselves – they just don’t respect other people like they should. Who wants to go to school in a place where everybody is respected? Have the students give a show of hands – hopefully everybody wants to go to school in a place that feels safe. Explain that everybody has a responsibility to themselves and their classmates to make sure that school is a safe place. Introduce the concept of an **active bystander** – a person who intervenes in a bullying situation to make the situation more positive.

How does it feel to be a victim? Relate this to self esteem and bystanders. Discuss self esteem. Why is it important to be confident in yourself? What will happen if you are not confident in yourself? Why do some people have low self esteem?

Bystander: the person watching the bullying. Each person in the classroom could be a bystander. The bystander has a **very** important role in stopping bullying. What can a bystander do to help stop bullying? (Recognize that what is happening is bullying, don't encourage the behavior, be a friend to the person being bullied, tell an adult).

### ***Activity Three***

Ask students what they can do if they are being bullied. Identify adults who can help. Emphasize that sometimes you may have to tell more than one adult what is going on. Keep telling until you find an adult who listens and will do something about the situation. Pass out Stand Up For Yourself Rules and discuss.

Optional Activity: Pass out the Reach for the Sky Worksheets. Have students write positive things about themselves inside the outline. Have students write ways they can express their self confidence to others people on the outside of the outline. Have students share.

### ***Review***

What is the instructor's name? Where does s/he work? What did we talk about today? What are the three roles in a bully situation? What are some ways you can be an active bystander?

## Child Abuse

### *Audience*

Fourth Grade

### *Objectives*

- To learn the definition/different types of child abuse
- To learn techniques that some types of abusers use to gain trust with child
- To learn what to do if they or someone they know is being abused

### *SOL Compatibility*

Health Education Standards of Learning (Fourth Grade):

- Students will develop healthy coping and refusal skills, identify bullying and aggressive behaviors, recognize harmful or abusive relationships, and practice self-control
- Students will evaluate their roles in solving community health problems, including taking personal responsibility for exhibiting healthy practices within both school and community settings
- Students will understand the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations

### *Duration*

30-45 minutes

### *Materials*

The Case of Mary Ellen Wilson  
Scenarios

### *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*

Explain to the class that today we are going to be talking about something very important and serious. As a class, define child abuse. Child Abuse is any harm done to children that is not an accident. Who can give an example of child abuse? Take examples from students until you have received examples from each category of abuse (physical, sexual, emotional, neglect). **Physical:** this includes any physical harm to a child like hitting,

burning, kicking, etc. **Sexual:** this includes inappropriately touching a child in their private areas or having the child touch them in their private areas. **Emotional:** this includes name calling, threatening, harsh punishment like making a child sit in a dark closet as punishment. **Neglect:** not providing food or clothing, not allowing to go to school, not taking to the doctor, or not providing love to the child.

**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.**

Explain that discipline is supposed to teach children something positive, as opposed to abuse, which just hurts. If a child is ever disciplined for no reason, or if the discipline is very harsh, that could be abuse.

### *Activity Two*

Pass out The Case of Mary Ellen Wilson. Explain to the class that we will be reading about a case of child abuse that is very important, because it was the first case in our country's history that an outside organization was able to help. Have the students take turns reading paragraphs of the handout.

Questions to ask about The Case of Mary Ellen Wilson:

1. What kind of family did Mary Ellen go to stay with after her birth mother couldn't care for her? A foster, or adopted family. Also point out that, although the foster family in the story was abusive to Mary Ellen, not all foster families are that way. Some adopted families provide very loving homes for children.
2. What types of abuse did Mary Ellen experience? How do you see those type of abuse?
3. What are some organizations in your community that are around to protect children's rights? (Project Horizon, Child Protective Services, etc.) Who are some people that you know of that are around to protect children's rights? (guidance counselor, teacher, principal, etc.)

What can you do if you or someone you know is being abused? Talk to someone! Talk to a teacher or another trusted adult. Develop a safety plan. Define safety plan as a class. Brainstorm ideas for a safety plan.

### *Activity Three*

Have students read scenarios and determine which type(s) of abuse is being demonstrated. Give scenarios of potentially abusive situations and ask students to develop solutions.

\*Your friend comes to school one day with a lot of bruises on her arm. When you ask her about them she says that she fell. You notice that your friend always comes to school with bruises or cuts on her body and she always that she fell. What would you do?

\*Your best friend tells you that her babysitter touched her on her private parts. She says that her babysitter promised not to do it anymore. She begs you not to tell anyone. She says that she will not be your friend anymore or ever tell you anything else ever again. How do you handle the situation?

\*Your friend invites you over to his house after school. You have been to his house a few times before. Every time you go there, your friend's dad become angry about something and starts to scream at your friend and call your friend bad names. You are really uncomfortable there. How do you handle the situation?

\*Your friend tells you that one of her parents is really mean to her. She says that her parent beats her a lot. She is afraid of her parent and is considering running away from home or hurting herself. What do you do?

#### ***Activity Four***

Instruct students to generate a list of "Rights that Every Kid Should Have" on the back of their Mary Ellen Wilson handout. Explain that a ***right*** is something that a child needs to be happy and healthy (examples – food, water, education.) A right is different than a wish or want, which are things that kids might like, but that they don't necessarily need to be healthy (television, video games, etc.) Give the students several minutes to complete their lists. If time is available, go around the room and have every student share one of their rights.

Explain that the purpose of this class is to let the students know what child abuse looks like and what to do if abuse happens. Just because we are learning about abuse does not mean we will ever experience it, and hopefully the more people that learn about abuse, the less it will happen.

#### ***Review***

What is the instructor's name? Where does s/he work? What did we talk about today? What is discipline? Who are safe people that you could talk to if you knew of someone who was being abused? Does anyone ever deserve to be abused?

## **Domestic Violence Substance Abuse**

### ***Audience***

Fourth Grade

### ***Objectives***

- To define domestic violence
- To identify the role that substance abuse can play in domestic violence
- To learn the part that they play in ending domestic violence
- To learn what to do if they know someone they know or themselves are ever in a domestically violent relationship

### ***SOL Compatibility***

Health Education Standards of Learning (Fourth Grade):

- Students will develop healthy coping and refusal skills, identify bullying and aggressive behaviors, recognize harmful or abusive relationships, and practice self-control
- Students will evaluate their roles in solving community health problems, including taking personal responsibility for exhibiting healthy practices within both school and community settings
- Students will understand the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations
- Students will describe and evaluate the effects of alcohol and other drugs on individuals, families, and communities

### ***Duration***

30 - 45 minutes

### ***Materials***

Continuum of Violence  
DV Word 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*

As a class, define **domestic violence**. Domestic violence is when someone hurts another person in their family. This can be when a dad hurts a mom or a grandmother hurts a grandfather. There are a lot of different types of ways that they family members can hurt each other. Brainstorm with the class on ways that family members can hurt each other.

**Verbal:** They can call each other names (like stupid or worthless) and they can threaten to hurt the person if they don't do something that they want. (Like, if you don't do the dishes I am going to hurt you) Ask the students to think of other examples of verbal abuse. Explain that verbal abuse is very bad. How do you think a person feels when they are verbally abused? They can feel sad, confused, and they may start to believe the things that they are being told. They will actually start to feel like they are stupid and can't do anything right. **Sexual:** This is when a person hurts another person by forcing them to do something sexually that they don't want to do. This can be by touching their private areas or by making the other person touch their private areas. This can also include rape. This is when a person forces another person to have sex with them, even if they don't want to. They can force them by threatening the person, having a weapon, or just by being bigger than the other person. **Physical:** This is when a person hurts another person physically like hitting, pushing, biting. Explain that physical abuse is also bad. Physical abuse can cause a lot of physical pain to a person. They might have to go to the doctor or hospital a lot or they might miss a lot of work. They might have broken bones, bruises, or scratches. How do you think a person that is abused physically feels? Sad, ashamed, confused? A lot of the feelings that a person feels when they are emotionally abused are the same they feel when they are physically abused. Remember that domestic violence happens within the family. Why do you think that a person might feel confused? They don't understand why the person is hurting them. Who can be the abuser (or the person that is hurting another person)? Anyone – explain that anyone can be an abuser – women or men.

### *Activity Two*

Pass out continuum. Have the students complete a continuum of violence. Have a volunteer share their continuum and compare and contrast with other students. Explain that we are all different and different things affect us. That is why it is hard to understand sometimes what a person is going through. Also explain how violence often escalates.

Discussion: Why do you think that people are abusive? Power and control. Explain power and control – it feels good to some people to feel like they have control over another person. Some people feel good when they call people names and hit them. They have power over that person and they control what that person does. How is domestic violence like bullying (that was talked about in previous lesson)?

Define **substance abuse** as a class. How do you think substance abuse can be involved in a house where there is domestic violence? Sometimes when people drink a lot they do things, like hit. Explain that this is no excuse for hurting someone! Explain that a person needs to be responsible for what they do. They need to learn to control themselves, even

when they have had something to drink. It is **never** ok to abuse someone. Also, sometimes when a person has been abused, they will drink alcohol. This kind of takes them away from what they are going through for a little while. Explain that drinking is not a good way to make your problems go away. Your problems will still be there until you get help.

Why do you think a person might stay with someone who abuses them? Brainstorm ideas, they might be scared, they might not know where else they can go, they might not have the money to leave, they might be scared that their husband or wife might take the children away. They may believe the things that person tells them and not think that it is wrong.

What can you do to end domestic violence? Relate lesson back to child abuse lesson and define empathy. Discuss characteristics of a healthy relationship. Discuss positive methods of dealing with our angry. How can learning these characteristics and techniques help end domestic violence?

What can you do if you live in house where violence is going on? Emphasize to the children that they should never get into the middle of a fight. If things are dangerous and they think that someone might get hurt, they should call 911. Explain that calling 911 is very serious and they should never do it as a joke. They always need to make sure that there is a real emergency before they call 911.

### ***Review***

What is the instructor's name? Where does s/he work? What did we talk about today? What are some of the different kinds of domestic violence? What are parts of a healthy relationship?

## Recap Lesson Plan

### ***Audience***

Fourth Grade

***Objective:*** To recap Child Abuse, Domestic Violence, and Bullying

### ***Duration***

30 -45 minutes

### ***Materials***

Bingo Sheets and something to use and markers (candy, coins, bingo tokens, etc)

### ***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***

Have the students fill in their own bingo cards using the following words:

Verbal - A form of abuse that involves name calling, teasing, or putdowns.

Physical - A form of abuse that involves hitting, kicking, punching, etc.

Sexual - A form of abuse that involves touching people in their private areas.

Non-Violent - We should try to deal with bullying in what type of way?

Trusted Adult – If you are abused who should you tell?

Boundaries – When people abuse us they cross our personal \_\_\_\_\_?

Anyone – Who can abuse happen to?

Child Abuse – What is it called when someone abuses a person under 18?

Domestic Violence – What is it called when people abuse someone in their family (like husband and wife)?

Exclusion – What is it called when people leave you out of activities?

Project Horizon – a place that helps people who have been abused?

Self Esteem – When a person is abused they might get low \_\_\_\_\_

Learned - What type of behavior is bullying?

Bystander – A person who sees someone being bullied?

Scared – How might a person feel if they are being abused?

Victim – What is the person called who is being abused?

Threaten – What is a bully doing when they tell someone they are going to hurt them if they don't do what they say?

Stealing – A way to bully that involves taking lunch money or homework.

Safety Plan – A plan of action to keep you safe.

Power & Control – People abuse others because they want to have \_\_\_\_\_ over that person.

Never – When is it okay to abuse someone?

911 – If you are in immediate danger who should you call?

Empathy – Putting yourself in someone else’s shoes.

Healthy Relationship – A relationship where everyone is treated fairly and equally.

Walk Away – One way to deal with bullying.