

Grade: One	Lesson: 6	Topic: Bullying Prevention
Virginia Standards of Learning	English 1.2, 1.3 Health 1.1, 1.2, 1.3 History 1.5, 1.1	
Virginia School Counseling Standards		
Materials Needed	• Chart paper or whiteboard • Markers • <i>Stand tall, Molly Lou Melon</i> by Patty Lovell	
Learning Objectives	• Identify bullying behaviors. • Respond appropriately to bullying behavior. • Identify characteristics of bullying behavior. • Model non-bullying behavior.	
I DO	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: your favorite ice cream flavor, your favorite food, or your favorite color, etc.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, “We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will:	
Learning-Ready Reminders	• Keep our bodies in our own space! • Use our quiet voices! • Keep our ears open! • Have our brains ready!” Tell the students, “Today we are going to learn how to spot a bully and what to do when we see a bully.”	
Content	Tell the students to raise their hands and tell you what a bully is. Let them answer. Say, “A bully is a person who has aggressive and unwanted behavior intended to harm, intimidate, or make fun of a target. A target is a person being bullied.” Next, tell the students, “A bystander is a person who watches and is aware, but does not help the bully or the target. An upstander	

	is a person who finds a way to help the target and stop the bully.” Write all four words; bully, target, bystander, upstander on the board or chart paper.
WE DO Practice	Ask the students, "How does it make you feel when you are the target of a bully?" Let the students answer. Share a story about a time you were bullied and how it made you feel. Ask the students how they think the bully feels when they hurt someone. Let students answer. Explain to the students a bully might have these unkind behaviors because: • They want attention. • They are angry. • They want others to feel bad about themselves. Say, "There are other reasons bullies are not kind but usually people bully because they think acting that way gives them power but really, they are being disrespectful and unsafe to others." Tell the students, "Being a bystander is also harmful to others. When we watch someone being bullied and we do not help, we are also hurting the target." Ask the students, "What can we do if we see someone being bullied?" Let students answer. Explain to the students that when someone is being bullied, we can be upstanders, and we are going to learn three steps to help us remember how to do this; approach, intervene, and follow up. Approach: Never put yourself in danger. Safety comes first. You may have to go immediately to an adult. Ask the students when they might go to an adult first and let them respond. “If it is safe to talk to the bully or target, you can say: • Hey, what's going on here? • What can I do to help? • This isn't cool. I will get someone to help.” “It might be safe to approach the bully or target directly when they are your age, when it is your friend, or when I won't be harmed. Always remember safety comes first!”

	Intervene: “Be a friend and let the target know they are not alone. Invite the target to walk away or play with you. If the bully is sending emails, texts, pictures, or saying rude things, do not respond. Do not do or say hurtful things.” Follow up: “Make sure adults know what happened. If you haven't told an adult, now is the time to tell someone. If an adult is a bully, you can tell your teacher, parents, or another community helper. Remember you are also a community helper.”
YOU DO Check for Understanding	Practice identifying bullies, victims, bystanders, and upstanders. Say, “Now we are going to practice identifying bullies, victims, bystanders, and upstanders.” Show the PowerPoint or read examples and ask the student what role each person is in. Tell the students, “Now you are experts at identifying bullies and knowing how to be an upstander. Before I leave, we will read a book about walking proud and not letting bullies have power.” Read the book <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell.
Conclusion	Ask the students, "How did you like the story? What was your favorite part of the story? How was Molly brave?" Ask “How did Molly Lou walk proudly?” Remind the students she did not give power to the bully. Remind students to be upstanders and to walk proudly.