



Bullying Lesson Plan: Grade 4

Grade Level: **Fourth Grade** | Duration: **Two days, 30 minutes per lesson**

Objective

In this lesson, fourth graders use BrainPOP resources to identify bullying and describe strategies for dealing with bullies.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Bullying movie.
- 2. Think and Do:**
 - Vocabulary: Define vocabulary and use in a sentence.
 - Make-a-Map: Create a map to describe strategies for dealing with bullies.
- 3. Assess:**
 - Take the Bullying challenge.

Preparation


- Preview the BrainPOP movie [Bullying](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Bullying Movie](#) and [Vocabulary](#).
- Create and schedule Day 2 assignment: [Bullying Movie](#), [Make-a-Map](#), and [Challenge](#).

Before the Lesson





Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *Why do you think some kids bully others?*
- *What would you do if you witnessed someone being bullied?*

DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the Bullying movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode: 1:10: What are some examples of bullying?</p> <p>Timecode: 1:39: What can you do if you are being bullied?</p> <p>Timecode: 1:49: How can an adult help you deal with someone who is bullying you?</p>	<ul style="list-style-type: none"> ● Print the movie transcript and highlight evidence that answers each of the discussion questions. ● Two students act out the transcript, one as Tim and the other as Moby. 	<ul style="list-style-type: none"> ● Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on one just strategy for dealing with bullies. ● Pause at two key points and prompt students to summarize. ● Support recall by having students draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> ● Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. ● Create a word wall with vocabulary and the drawing. ● Pause at key points and ask the discussion questions in the student's home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  <p>Vocabulary</p> </div> <p>2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open Vocabulary.</p> <p>Students click “Flip All” or each term individually.</p> <p>To hear a term read aloud, click the speaker icon.</p> <div style="text-align: center;">  </div> <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click Save, then Submit To Teacher and/or print out.</p>	<ul style="list-style-type: none"> Print Vocabulary. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Students write a definition and sentence for each term. 	<ul style="list-style-type: none"> Assign appropriately challenging words to individual students. Assign a few of the six terms to individual students to define and use in a sentence. As a challenge, students can add two additional terms, writing a definition and sentence for each. 	<ul style="list-style-type: none"> Say the term(s) in students’ home language. Then say the words in English. Have the student repeat in English. Use the term in a sentence. Prompt students to say the word and repeat the sentence. Click the speaker icon to hear the term read aloud. <div style="text-align: center;">  </div>

DAY 2: Build Background (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
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3. Watch the [Bullying](#) movie again.

Prompt students to find a fact or something new that they didn't notice the first time.

- Students return to their drawings of **key concepts from the first viewing** and add new details.
- As a **challenge**, invite students to identify more than one new fact.

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="422 760 588 924" data-label="Image"> </div> <p>4. Students open their Make-a-Map assignment. Or, if not using Assignment Builder, model how to open Make-a-Map.</p> <p>Students choose the Structure Map template.</p> <p>Students click Keywords, and click and drag three strategies for dealing with bullies to the map.</p> <p>Have students add nodes for each strategy, typing descriptions and explanations in</p>	<ul style="list-style-type: none"> • Create a paper version of the concept map using index cards. • Students write a description for each strategy on index cards. 	<ul style="list-style-type: none"> • Model how to complete the concept map by adding nodes around the term vertebrate. Demonstrate how to add images and how to link to different nodes. • Assign a partially completed map to individual students. • Assign one of the strategies to individual students to create a concept map around. • As a challenge, students can add more strategies to their concept maps, linking terms together and describing relationships. 	<ul style="list-style-type: none"> • Say the strategies in students' home language. Then say the words in English. Have the student repeat in English. • Use the strategy in a sentence. Prompt students to say the word and repeat the sentence. • Have students use images to describe each strategy.

their own words and linking images and/or movies clips to accompany each strategy.

When they finish, students click **Save**, then **Submit To Teacher** and/or print out.

View [rubric](#).

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="424 716 588 878" data-label="Image"> </div> <p>5. Students open their Challenge assignment. Or, if not using Assignment Builder, model how to open the Challenge.</p> <p>If you assigned the Challenge, you will see students' results in your Dashboard. If not assigned, students click Submit to Teacher.</p>	<ul style="list-style-type: none"> Print the Challenge for students to complete. 	<ul style="list-style-type: none"> Preview Challenge tasks before re-watching the movie. Read aloud the questions and answers. Model how to do a Challenge task. Think aloud your steps and strategies. Support recall by revisiting movie drawings. 	<ul style="list-style-type: none"> Read aloud the Challenge tasks in students' home language. Highlight the key vocabulary in a printable version of the Challenge.