

Jumping into Recess

Topic: This lesson provides student with concrete strategies for what to do if they feel they are being bullied. Students will explore a definition of bullying, create an anti-bullying jump rope rhyme and learn specific ways to handle mean behavior. (SAFE = Say what you feel - Ask for help –Find a friend – Exit the area) or (Walk – Talk – Tell)

Essential Question: What can I do when I think someone is not following our class/school agreement?

Materials:

- Cole, Joanna. (1989). Anna Banana 101 Jump-Rope Rhymes. NY: Beech Tree.
- Alexis. (2002). The Recess Queen. NY: Scholastic.
- Markers
- Newsprint
- Staying Safe Handout (Optional)

Group Size: 2-30

For grades k-1 it is best to work with a small group of 6-10 students at a time. For grades 2-3 directions can be given to the whole class and students can work in small group of three.

Directions:

Pre-Learning: Knowledge of rhyming words and rhythm.

1. Before you read the book-
 - State - Today I am going to read a book called, The Recess Queen. The main characters name is Mean Jean.
 - Ask- How good of a book detective are you?
 - Ask- What do you think this story is about?
 - Ask- What makes you feel safe at school especially on the playground?
 - Brainstorm a list of ideas on the board.
 - Ask- If you knew that you were going to recess with a girl named Mean Jean The Recess Queen, how safe would you feel?
 - Ask - Have you ever been bullied or seen someone else being bullied?
 - Ask- Can you use bullying behaviors without being mean?
 - Brainstorm a list of ideas on the board.
2. Read the story.
3. After reading the story –

- Ask- What was your favorite part of the story?
- State – Turn to the person next to you and tell them which character you are most like.
- State- Which character do you most look up to and why do you like this person

Gum Chewing: What – So What - Now What

What?

- Ask- At the beginning of the story was the playground a safe place? Why or why not?
- Ask- Would you call how Mean Jean acts, bullying behaviors?
- State- Bullying behavior has three parts and they are easy to remember by thinking RIP... Repeated, Intentional and Power Based. Repeated means it happens more than once. Intentional means the person did it on purpose. Power based means that the person is fearful to say or do anything.
- Ask- Based on this definition was Mean Jean using bullying behaviors?
- State- In the story we find out that Jean likes to jump rope with Katie Sue. What jump-rope rhymes do you like to jump to on the playground?

So What?

- Ask- What type of a playground do we want to have at our school?
- Ask- If we were having a safe playground, what would we see and hear? (You may want to create a T chart.)
- Ask- How would you act if you saw someone bullying or being bullied? Write answers or key words on the board.

Now What?

- Teach students effective ways to handle name calling and other mean behavior.

Option 1: Teach students three strategies for dealing with a bullying behavior: walk, talk, or tell. Discuss what each of these means. This might be a good place to role play a few typical recess situations that students face and act out one of the three strategies.

Option 2: Teach students the four ways to stay SAFE.

- Johanna Cole’s book of jump-rope rhymes provides the basis of this reading / writing / music activity. Using several rhymes as models, students write their own jump rope rhymes focusing on anti-bullying messages. For young students it is best to create one as a whole class. The rhymes are fun and send a clear message to children!
 - Brainstorm ways to live the classroom agreement.
 - Brainstorm a list of ways to be a friend to yourself and to others.
 - Choose a jump-rope rhyme that students are familiar with.
- Here is a rhyme from Cole’s jump rope book:

*"Cinderella dressed in yella
Went upstairs to kiss a fella.
Made a mistake and kissed a snake
How many doctors did it take
One, two, three.....*

- The following anti-bullying jump rope rhymes were written and published by Grade 2 students at Keshena Primary School, Menominee Indian School District in Keshena, Wisconsin:

*"Teacher, Teacher, I am sorry.
Let me tell you my sad story.
I was mean
Just like Jean.
Now I can play
Like Katie Sue."*

and

*"Cinderella dressed in white
Knew she had to be polite.
How many times did she say
Please and thank you?
One, two, three.....*

*Cinderella dressed in green
Knew she'd better not be mean.*

How many times was she nice?

One, two, three....”

Source http://nicfoundation.org/O%27Neill, The_Recess_Queen.html

Possible Standards Links:

Music:

- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Physical Education:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Reading / Writing:

- Relate character, setting and plot to real-life situations Respond to literary materials by connecting them to their own experience and communicate those responses to others.
- Use a variety of previously learned strategies (e.g., roots and affixes, context, reference resources) to determine the meanings of unfamiliar words.
- Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

Social/Counseling/Teaming:

- Demonstrates respect for others’ rights, feelings, and points of view in a group.
- Knows the behaviors and skills that contribute to team effectiveness.

Staying SAFE

Remember the four ways to stay SAFE:

Say what you feel

Ask for help

Find a friend

Exit the area

What does **SAFE** mean?

1. Say what you feel

Telling a person who is teasing you or calling you names how you feel when they say or do what they are doing, can be a great way to let that person know that you don't like what they are doing. You can start your sentence by saying something like "When you say/do ____, I feel ____." If you have a class agreement, it might sound like this "When you say/do ____, I think you aren't following our class agreement." Being angry or sad when you think someone is bullying you is ok, and it is ok to let that person (or someone else) know.

2. Ask for help

Sometimes you can handle name-calling and bullying yourself (possibly by using one of the other SAFE strategies). However, sometimes you need to ask for help and that's ok. If you feel scared or are worried you or someone else might get hurt, you can talk to a teacher or another adult about what is going on. Asking for help is not about tattling if you are in danger – it's about taking care of you and staying safe. Being safe is part of the school agreement.

3. Find a friend

Some people who call names and bully others like to pick times and places when no one else is around because then they feel safer. That's why sometimes you can end what feels like a scary situation just by finding another person or people to be around or spend time with. Hanging out with people with whom you feel safe and help you to feel good about yourself is important. The person calling names or bullying might think twice when you are with your friends.

4. Exit the area

While it might feel like you aren't doing anything at all, sometimes walking away from someone is the best way to end things. Some people who tease want you to get upset, and while it's okay to feel hurt, angry or sad if you are being called names, sticking around the person may just make things worse. So, if you can, find a way to exit the area where the teasing is happening.

Adapted from No Name-Calling GLSEN & NAESP