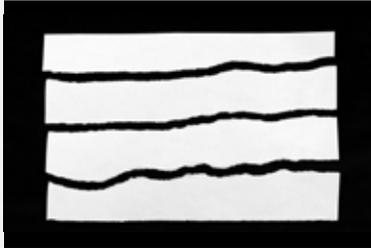


Brianna's Story: Bullying

Lesson Title: Paper Jesse

Grade Level: 3-5



Project and Purpose:

Students tear paper and compare to the scars bullies leave on their victims.

Essential Question:

How does it feel to be the victim of bullying?

Materials (one set per student):

- Paper (one piece per student)
- Clear tape/Scotch Tape

Procedure:

Introduction:

1. Ask students to remember how bullying made Brianna feel.
2. In this lesson, students will participate in an exercise that helps them "see" how it feels to be bullied.

Direct Instruction (I do)

1. Explain to students that sometimes victims of bullying are so good at covering up how sad they feel or how much they hurt that many of us don't even notice how much the bullying hurts them.
2. Talk about times you have had to "put on a happy face" even when you did not feel like doing so. Explain that victims often think they have to do that every day.

Guided Exploration (We do):

1. Distribute one piece of paper to each student. They will pretend the paper is a victim of bullies named Jesse.
2. Have the students hold the paper up while you tell Jesse's story. Every time Jesse is bullied in the story, the students are to tear a piece of the paper off and make a pile on their desk.

Jesse's Story

Jesse hated school.

It seemed like almost all of the kids decided it was fun to pick on Jesse. Some of the kids tried to trip Jesse on the walk to school each day and would laugh afterwards. Sometimes the big kids would grab Jesse's lunch, eat it, and throw the bag at Jesse's feet. Nobody would sit with Jesse at lunchtime, and on the playground, Jesse was left out of every game. Jesse preferred to go to the library and read during recess, even though Jesse was a really good runner and loved to be outside. But nobody knew, because nobody ever invited Jesse to join their games. Kids called Jesse "Ugly" and "Smelly" and "Dork" as well as other not-so-nice names. One big kid in particular threatened Jesse, saying, "If you tell the teacher, I'll punch you out," so Jesse did not tell.

Jesse hated school.

3. Ask students to determine which part of Jesse's story was the worst and explain why. Can they match that particular section of the story to one of the pieces of paper? Is the paper piece large or small? Why would that matter?

Independent Practice (You do):

1. Tell students that their next task is to put the pieces of paper back together as if it were a "Jesse Paper Puzzle." When the pieces are ready, use your own system to distribute clear tape to put the pieces back together permanently.
2. When they have finished this task, instruct students to smooth the paper out as much as possible.
3. Tell students that they must choose one thing that happened to Jesse in the story, look at their "Paper Jesse," and apologize. They can pretend to be one of the bullies, or they can pretend to be one of the students who did not come to Jesse's assistance.
4. Ask students if their apology made everything better. How do they know?
5. Have them look at the paper and describe what they see. They should talk about the lines and creases and the tears and imperfect matchings. Ask students if the paper will ever be the same as it was before the tearing. Why or why not?
6. Discuss that even though the paper is 'whole' again, it is damaged. It might look like a single piece of paper from far away, but when we look closely, we see the tape and the tears and the damage that has been done—and cannot be undone.
7. Help students make the connection to how victims like Jesse feel when people continuously bully them. The damage can often never be undone.

Conclusion

Review the themes of the lesson. Ask students to think about how they would feel if they were victims of continuous bullying.