

Focus on Bullying

A Prevention
Program
for School
Communities



"When I am happy I feel
like a dolphin playing
with a beach ball."

"When I am joyful I feel
like the morning
sunshine in the forest."



"When I am lonely I feel
like an abandoned puppy."

"When I am miserable I
feel like a broken lamp
sitting in a dark room."



"When I am brave I
feel like a mouse under
an elephant."

"When I am frightened I
feel like a mouse being
chased by a group of
alley cats."



What is Bullying?

Insight and Understanding

- What is bullying?
- What does bullying look like?
- How does the person being bullied feel?

Jordan has been doing mean things to Mika, a new ESL student. It started with tripping Mika in the classroom or hallway. Then Jordan shoved Mika down on the playground a couple of times. A few weeks ago Jordan started grabbing Mika's backpack every day, taking out his lunch and other things he wanted. Jordan said not to tell anyone. Mika doesn't bring a backpack to school any more.

Today, Jordan and two other boys are bugging Mika again. They push him against the fence, then stand close so that he cannot get away. Jordan says Mika has to give them money, or they'll make sure he gets "sent back" to where he came from.

Lots of other kids are nearby and see this happening, but they don't do anything. It seems Mika is always getting picked on. Besides, Mika doesn't have many friends at school.

How do you think Mika is feeling?

scared, intimidated, sad, upset, angry, reluctant to come to school, lonely

Mika feels lonely and sad, scared to come to a place where Jordan hurts him and takes his things and where he has few friends. Sometimes students who don't seem to have friends and who are often alone on the school grounds get bullied. Being isolated or alone can make someone seem powerless and easier to bother, but it is not Mika's fault that he is being bullied.

In what ways are Jordan and his buddies bullying Mika?

tripping, shoving, taking things, pushing him, standing close so he can't move, threatening, intimidating, demanding money

FOCUS ON BULLYING

This free supplement is an adaptation of lesson activities from *Focus on Bullying: A Prevention Program for School Communities*. This public domain resource was developed by School District No. 39, Vancouver, Canada to develop a comprehensive strategy to engage school communities in addressing the issue of bullying behavior.

The purpose of *Focus on Bullying*, a 380-page comprehensive bullying prevention program, is to assist teachers, administrators, parents and students in developing and implementing a detailed school-wide action plan that strengthens the physical, social, and psychological safety of schools and reduces the incidence of bullying. It is free of charge online.

Focus on Bullying is divided into the following sections:

The Nature of Bullying—provides important and current information about the nature of bullying in schools.

Develop a School-Wide Plan for Bullying Prevention—outlines a detailed seven-step program for developing a school-wide plan for preventing bullying.

Respond Directly to Bullying Situations—details specific interventions that support children who have been bullied, and outlines a three level system for responding to students who bully.

Address Bullying through Classroom Lessons—contains elementary to middle school lesson plans in support of the school-wide bullying-prevention plan.

Each step is accompanied by an "Action Checklist" to facilitate the planning process.

It is highly recommended that you start your own school-wide action plan to reduce bullying starting with download of the free *Focus on Bullying* prevention program at:
www.bced.gov.bc.ca/specialed/bullying.pdf

Directions For Activity on Page 3

Working in small groups look at the following stories. Each group will need to pick a reader, a recorder, a reporter, a timekeeper, and a facilitator.

Your task will be to read a story and discuss it together as a group. As you read or listen to the story, think about how the student being bullied feels, and take note of the bullying behaviors by the other students in the story. After you have read your story, answer the questions. Make sure that everyone in your group has a turn to express their ideas.

Students will form four groups with each group assigned one of the four stories to read and discuss for approximately 15 minutes. Then discuss the stories as a class. As each story is presented, the reader from that group will read the story, and the reporter will list the groups' answers to the questions. Discuss all the stories as a class and then summarize the discussion.

Forms of Bullying Behavior

Behavioral Category	Of Concern	Of Serious Concern
Physical Aggression	<ul style="list-style-type: none"> • pushing • shoving • spitting • kicking • hitting 	<ul style="list-style-type: none"> • threatening with a weapon • defacing property • stealing
Verbal Aggression	<ul style="list-style-type: none"> • mocking • name-calling • giving dirty looks • teasing 	<ul style="list-style-type: none"> • intimidating telephone calls • racist taunting • daring another to do something dangerous • verbal threats against property • verbal threats of violence or inflicting bodily harm • coercion • extortion
Social Alienation	<ul style="list-style-type: none"> • gossiping • embarrassing • setting up a student to look foolish • spreading rumors • excluding from group 	<ul style="list-style-type: none"> • inciting hatred • racist alienation • setting up someone to take the blame • public humiliation • malicious rumor spreading

STORY 1

Dawn missed the sleepover last month. All her friends were there. Since then, some of the girls have been telling lies about Dawn. Alison, Olivia, and Sharon told the other kids that Dawn missed the sleepover because she wets her bed at night. They're telling everyone not to do things with "Baby Dawn," or else. Even other girls who used to be Dawn's friends won't eat lunch with her now and don't return her phone calls.

Last week Dawn found a diaper stuffed into her backpack at school. Everyone laughed at her when she pulled it out. Dawn burst into tears.

How do you think Dawn feels? Try to think of at least five feelings she might have.

In what ways are Alison and the other girls bullying Dawn?

STORY 2

LeAnn sees Jason, Parmjit, and Terry standing by the door to the classroom. She wishes she didn't have to walk past them on her own, but her friends have already gone in to class. Lately, these students have been bugging LeAnn. Whenever they see her they tease her about her hair, her glasses, her height, or they make put-downs about the way she looks. Sometimes they make quacking sounds and say she walks like a duck, or they just make rude noises when she walks by. In class they are always whispering about her, making faces at her, or leaving notes on her desk. When the teacher asked Jason what was going on, he said he was just asking to borrow an eraser.

Last night someone phoned her house and made rude sounds into the phone.

How do you think LeAnn feels? Try to think of at least five feelings she might have.

In what ways are Jason, Terry, and Parmjit bullying LeAnn?

STORY 3

Edward has tried to make friends with the boys in his class, but they ignore him and seem to laugh at him behind his back. Last week, during P.E., Henri imitated the way Edward ran in the relay race. Edward saw Steve and the other boys laugh. Later, during silent reading, Henri told Edward that they lost the race because Edward was too slow. Over the last few days, Henri has started calling Edward names like "fatso" and "pig," and has told him to go on a diet.

Edward is afraid to tell the teacher, because Henri always does this when the students aren't supposed to be talking or when they are alone. Edward can't seem to concentrate on his schoolwork and has been getting into trouble with the teachers for not handing in his work on time, or sometimes not at all.

How do you think Edward feels? Try to think of at least five feelings he might have.

What are the ways Henri is bullying Edward?

STORY 4

Paulo is walking home from school with his friends, George and Pam. Two older boys, Sunny and Rafino, approach. Paulo tries to think of a way to avoid them.

Lately these boys have been following Paulo home from school and making fun of him. They often call him names or shout put-downs. Paulo is sure they are the ones spreading embarrassing rumors about him.

This time they start to call him names again, and shout put-downs. They repeat the rumors to Paulo's friends. Paulo denies the rumors. He can feel himself getting angry. Suddenly, Sunny grabs Paulo's arm and holds him while Rafino starts to punch him in the stomach. Paulo tries to fight back, but is knocked to the ground. He tries, but cannot stop himself from crying. Sunny and Rafino say that if Paulo or his friends tell anyone, they will tell the whole school the rumors are true. George and Pam don't know what to do.

How do you think Paulo feels? Try to think of at least five feelings he might have.

What are the ways Sunny and Rafino have been bullying Paulo?

From Story 1, how is Dawn feeling?

hurt, sad, lonely, confused, left out or excluded, humiliated, embarrassed

Dawn is feeling hurt, sad, lonely, and confused. The girls who used to be her friends have made her feel left out of the group and have embarrassed her. She feels helpless and doesn't know what to do.

What ways are Alison and the other girls bullying Dawn?

telling lies about her, spreading rumors, telling others not to do things with her, excluding her, ignoring her, playing dirty tricks on her— setting her up to look foolish or humiliating her

Sometimes when we think about bullying behavior we think about the physical behaviors, like the ones in the first story about Mika. However, other behaviors that don't hurt physically can be just as harmful. This kind of behavior is also bullying. Dawn is losing her friends and she no longer feels good about herself. The lies or rumors the other girls have been telling about Dawn have hurt her self-esteem and caused her to be alone. She is unsure about what might happen next. The bullying is not Dawn's fault.

From Story 3, how do you think Edward feels?

hurt, left out, sad, lonely, embarrassed, upset, afraid

Edward is probably feeling hurt, left out, sad, and lonely, and that he'll never have any friends. He's also ashamed that the boys tease him about how he looks, and feels he should do something about it but doesn't know what to do. Edward's self-confidence is shaken, and he probably starts to hate going to school and will do anything to avoid it.

What are the ways Henri is bullying Edward?

teasing, name-calling, mimicking, put-downs

Henri is teasing Edward, calling him names and mimicking him so that the other students will think Henri is "cool" and Edward is not. This kind of bullying can make a person give up and feel like a failure. Edward is so upset that he cannot focus on his schoolwork. He may start to believe that his body type is wrong and that he is to blame for the way he is being treated. It is not Edward's fault that he is being bullied.

From Story 2, how do you think LeAnn feeling?

embarrassed, nervous, anxious, upset, angry, unsure of herself, intimidated

LeAnn is feeling anxious and intimidated. Because these students have been putting her down and teasing her again and again, she feels nervous about walking past them. She knows they will likely make her feel uncomfortable again. If she is with her friends it is easier to ignore the things the students say, but when she is by herself she feels unsafe and unsure.

What ways are Jason, Terry, and Parmjit bullying LeAnn?

teasing her about her appearance, putting her down, making sounds as she walks by, constantly bugging in class, calling her and making rude sounds

Like the other stories, the teasing and put-downs in this story happen many times and make LeAnn feel uncomfortable and unsafe.

This kind of bullying behavior can also be called harassment. Harassment can make someone feel very uncomfortable or unsafe and may cause him or her to feel bad about themselves and to change their behavior. For example, LeAnn no longer feels confident about being by herself at school so she tries to stay with a group of her friends. She avoids walking near those students. She no longer wears certain clothes because of the teasing. Sometimes the put-downs can be about being a boy or a girl, they can be about someone's appearance or the things they do or don't do or even about their friends. Being the object of this sort of harassment is not LeAnn's fault.

From Story 4, how do you think Paulo feels?

scared, intimidated, worried, threatened, lonely, embarrassed

What are the ways Sunny and Rafino have been bullying Paulo?

spreading rumors, calling him names, shouting put-downs, grabbing, punching, threatening

In addition to name-calling and physical bullying, the students in this story are bullying Paulo by intimidation and physical threatening. Sunny and Rafino are using verbal and physical power to control Paulo's behavior. Because these students are continuing to threaten Paulo, he worries that others will see him as different and will not like him.

Vocabulary – Match each word on the left with the correct definition on the right.

Bully (noun)

Bullying (verb)

Exclude (verb)

Harassment (noun)

Humiliate (verb)

Intimidate (verb)

Power or control (nouns)

Put-downs (noun)

Retaliate (verb)

Rumors (noun)

- to frighten someone in order to force or influence him or her to do something
- having influence or domination over someone else
- behavior that harms or threatens to harm someone physically, verbally, or socially
- a person who uses strength or power to control someone by fear
- repeated attacks, usually verbal, intended to torment someone
- stories about someone else that may not be true, intended to hurt or embarrass that person
- to make someone feel embarrassed or lose self-esteem
- to say mean things about someone else
- to leave out
- to repay or get revenge

Additional Activities

Sometimes bullying occurs because of misunderstanding between people of different backgrounds. Read the newspaper for information and pictures about customs and traditions of various cultures, religions, nationalities, and ethnic groups. Discuss the special qualities of the groups in the story. What makes them unique and worth appreciating?

Bullying doesn't just happen in school or communities. Sometimes groups within a nation bully other groups or nations themselves can bully other nations. Find articles about an international conflict such as Iraq or Darfur where one group is dominating another. Why and how is one side dominating the other? What values are needed to resolve the issues? How might the conflict be resolved?

Study how editorials are written in the newspaper. Now write a persuasive editorial using facts and opinion expressing why bullying is so hurtful and why bullies should stop bullying.

Write in your journal or learning log: I now know about bullying.... I still wonder about bullying....

Write a story, poem, or song about how it would feel if you were bullied like the students in the stories. Discuss your feelings with other students in your class.

Student Survey

This section focuses on the use of a survey to help students further explore the dynamics of bullying. For the success of this activity, student surveys should be completely anonymous. The survey can be done for just the teachers' class(es) or school-wide.

Insight and Understanding: What bullying have I experienced? What bullying have I witnessed?

Survey Activity

The goal of the survey is to learn about the bullying that happens at your school. There is no place on the survey sheet for students to write their name. This is so students can feel free to share what they know about bullying without having to tell who they are.

The teachers and other adults at the school know bullying is occurring and the survey will help in

developing a plan to help students stop bullying and get along better.

Students should answer the survey questions as honestly as they can. Honest answers will ensure that the survey will help everyone at school gets a good picture of what bullying students have experienced.

If students have something they need to share with the teacher or ask about bullying, they should see the

teacher privately or write a note. It's important for students to tell an adult if someone is bullying them. It's not the student's fault if someone is bullying him or her.

After students have completed the survey, the teacher will collect the papers. Once survey results from the class(es) are tabulated, the teacher will share with the class what students have said about bullying.

Student Survey

Please do not put your name on this survey. We want to make our school a safe place for all of us to be. In order to do that, we are starting a bully prevention program. This survey will help us find out about bullying at our school. With each question there are several answers. Please circle the answers that tell about what has happened to you.

Are you a girl or a boy? Girl Boy

What grade are you in?

1. How often have you been bullied at school this year?

I haven't been bullied one or two times several times all the time

2. In what ways have you been bullied at school this year? Circle more than one if you need to.

I haven't been bullied called names, teased kicked, hit, punched ignored, left out threatened, intimidated

List other types of bullying _____

3. In which grades are the students who bullied you?

I haven't been bullied my class same grade, different class a higher grade a lower grade

4. How often does school staff try to stop bullying situations in which you are involved?

I haven't been bullied never once in a while almost always

5. How often do other students try to help when you are being bullied?

I haven't been bullied never once in a while almost always

6. Have you ever talked to anyone in your family about your being bullied at school?

I haven't been bullied no yes, once yes, often

7. What do you usually do when you are being bullied at school?

I haven't been bullied nothing tell a teacher tell the person to stop
tell the principal or vice-principal tell a friend tell parents ignore them

8. In what areas of the school have you been bullied most often? Circle more than one if you need to.

I haven't been bullied playground hallway washroom
classroom library gym Other location not listed _____

9. How often have you taken part in bullying other students at school?

I haven't bullied others once or twice now and then often

10. Has your teacher or counselor talked with you because someone said you were bullying others?

I haven't bullied others no yes, once yes, several times

Asking for Help

This activity uses a decision-making model to help students differentiate between tattling or ratting and asking for help. Students need to recognize that there are times they do need adult help, and that resisting peer pressure to keep silent may be very important.

Insight and Understanding:

- What is tattling? What is asking for help?
- When is it a good idea to ask for help?

Vocabulary – tattling or ratting: reporting to an adult to get someone in trouble or reporting when no one is in danger and rules are not being broken

Some bullying behaviors are more hurtful and more dangerous than others. If you told an adult about dangerous and hurtful behaviors, you would be asking for help. You would be telling about the behavior because you really need help to keep yourself or someone else safe. This is not tattling and it is not ratting, even though some students might say you are ratting if you tell.

Working in small groups read each of the Bullying Situations and talk about the problem. Which behaviors in the Bullying Situations would be bothersome, but not necessarily dangerous? Discuss which ones are bullying and which are not. Discuss reasons for your choices to confirm your understanding of the difference between bullying behavior and ordinary peer conflict.

Talk about what you think the student being bothered should do. Should they ask an adult for help? Why or why not? Should they try to solve the problem themselves? Not all of these situations will be easy to figure out. You'll have to think about them and talk to each other.

After you have come to a decision about one situation, move on to the next one.

Divide the Bullying Situations into two groups. In one group will be situations in which the student should seek adult help. In the other group will be the situations they should be able to handle themselves, the cases where asking for help would be "tattling."

After the small group discussions, share as a class about the choices and the thinking behind them. Try to reach a class consensus about when it is advisable to ask for adult help and when it's better not to.

Bullying Situations

Sam has been bothering Lee for the last two months. At first it was just teasing, but lately he has been bumping into Lee hard in the hallway and knocking books out of his arms.

Sarah is a younger student and Paul and Abbas are older. They often walk behind her in the schoolyard and talk about all the hurtful things they'll do to her if they see her after school. Often Sarah is crying after school.

John got his hair cut really short. Now two students who sit near him in class are always trying to touch his hair.

Susan is always coming over to Yvonne's desk and touching her things. Yvonne even caught Susan looking inside her desk one day.

Juan sees Brian showing some other students a knife he has brought to school. Brian sees Juan looking at them. Brian says, "You tell and I'll use this knife on your jacket!"

Julie walks into the washroom and sees four girls crowding around Meena, making faces at her and calling her names. She saw the same thing happening last week by the gym.

Gail and Maria like to tease Martin. They follow him around during recess and lunch times, and if he turns around they just giggle or pretend they weren't even looking at him.

Additional Activities

- Find an article in the newspaper where someone is intimidating or harassing other people. Pretend that those involved wrote to you asking for help. Write a newspaper advice column suggesting how they can deal with the issues in the story.
- As directed by your teacher, work individually or in groups. Select a situation in which you think a student should ask for help. Write in detail about your thinking and feelings about what the student should do and then write a story about what happens afterward. Discuss as a class to clarify that all students can appropriately identify situations that require asking for help.

Be Assertive

In this activity students learn about verbal assertive response, which is often an effective way to stop attempts at bullying. For many students the basic skills will be a review; for others assertion will be new. The opportunity for practice, feedback, and coaching are crucial to students' ability to apply assertiveness skills in situations that arise outside of the classroom.

Insight and Understanding:

- What is assertive behavior? How does it feel to be assertive?

VOCABULARY:

<i>passive behavior:</i>	behavior that allows others more control and doesn't meet one's own goals;
<i>assertive behavior:</i>	behavior that doesn't express one's opinion or feelings and exercise rights while respecting the rights of others
<i>aggressive behavior:</i>	behavior that seeks to meet one's goals by hurting others

Sasha used to be in Dena's circle of friends. Since Sasha got straight A's on her report card, Dena says that she can't be in the group. Dena is telling the other girls they shouldn't play with Sasha. Dena and the other girls are calling her "Nerd" and other names. Now all the girls make faces at her when she looks at them.

Sasha feels very upset and lonely. She is angry and sad at the same time.

Sometimes a situation can make us feel so angry that we just want to express all that anger and make the other person feel hurt, too. When we are filled with those strong feelings, we can't think very clearly about things, and it's hard to make a good choice about what to do. We just want to react to our impulses.

What might happen if Sasha followed her impulse and acted on her angry feelings?

She might hurt someone, get into a fight, or get into trouble.

If Sasha followed her impulse and acted on her angry feelings she would be acting aggressively. She might hurt someone or yell and get others angry. Aggressive behavior can get people into trouble and doesn't solve their problems.

Sasha also is feeling sad. The sad feelings make her feel like just being alone. What would happen if Sasha did nothing at all?

The problem isn't solved and Sasha would still feel sad and angry. Dena and the other girls wouldn't understand how Sasha feels.

Doing nothing is an example of acting passively.

Sasha would be doing nothing to stop the girls from bugging her; she wouldn't be letting the girls know that she wants them to stop.

Students who bully others often choose students who are passive to pick on because they know that passive people won't do anything to stop the bullying. They know that passive students won't tell an adult about the bullying behavior.

What else could Sasha do to solve her problems?

In this situation, Sasha could act assertively. Assertive behavior helps to solve problems and change things. Assertive behavior enables you to look after yourself while not harming anyone else.

To be assertive, Sasha would stand tall, look at Dena (or another girl), and use a clear strong voice. She would use the girl's name, name the behavior and set a limit or tell what she wants to happen.

Sasha might say, "Dena, I don't like it when you make faces at me. I want you to stop it." Or she could say to one of the other girls, "Laura, you're calling me names. I want you to stop." Sasha's assertive behavior might get the girls to stop teasing her.

Being assertive is something you can try yourself in a situation that isn't dangerous. You might have to repeat your assertive statement a few times before the behavior will stop.

Assertive behavior seems to work best at times when someone first begins to bother you. You can do it without adult help and you can solve the problem yourself. However, if you have tried being assertive and it hasn't worked, then ask your teacher or another adult for help.

There are various ways to respond or react to bullying attempts. Let's practice using assertive verbal responses. When confronted with a bullying situation, the first step is to assess the situation. Are you in any physical danger? Are the people or the surroundings familiar or strange to you?

If you decide that you are not in a great deal of danger and you feel you can respond, then an assertive verbal response often can work well.

Here is an example. Dara was gossiping again. This time she is telling everyone that Ben has a girlfriend who doesn't go to this school—that she has seen them together on the weekend at a movie. Now lots of kids are teasing Ben about his "girlfriend."

He decides to stop the gossiping and teasing in an assertive way. He stands by Dara, looks at her and says in a clear, strong voice, "Dara, you are gossiping. You're trying to embarrass me. Knock it off." Then Ben left and the teasing stopped.

What were the skill steps that Ben used to use an assertive verbal response? The steps are:

- Decide to be assertive.
- Stay calm.
- Use a clear strong voice.
- Look at the person.
- Think, "I can do this."
- Say the person's name, name/describe the behavior, and tell them what you want them to do (set limits). A simple frame is, "_____, that's _____! Stop it." or "_____, I don't like that! Stop it!"

Write what you could say to be assertive in these Assertive Verbal Responses situations to prepare for role-playing practice using assertive responses to bullying. (continued on page 8)

Assertive Verbal Responses

Write what you could say to be assertive.

- 1. Tina calls you “geek” after you do really well on a math test.*
- 2. Sharon always makes weird sounds when you walk by her.*
- 3. Marty says you have to give him candy every day.*
- 4. Ajit is always sticking his foot out to trip you when you walk by his desk.*
- 5. Lee is telling everyone lies about you and some kids in another class.*
- 6. Jonathan makes fun of the way you talk and says you don’t belong here.*
- 7. Rosa always tries to take your friends away from you no matter who you try to be friends with.*

Assertive Role-Playing Situations

Now let’s explore the role-playing situations using assertive behavior in pairs. Choose two situations to work on. Write down your assertive responses to the situation and then each student will practice the assertive responses

First, “stand tall” (use assertive body language), look at the person, and remember to use a strong clear voice. Use the person’s name, name the behavior that’s bothering you, then set a limit or say what you want the

other person to do. Sometimes you need to repeat the last two phrases to really get the person’s attention and to make your statement more assertive. After some role-play practice, assess the language you’re practicing—does it seem natural? Brainstorm other phrases and comments that would seem more natural. (For example, “Chill out” or “Back off” might be more natural for students than “Stop it.”)

It’s very important for you to find the words that are natural and comfortable for you. The responses you practice should be ones you would really be able to use away from the classroom.

Assertive Verbal Response Role-Plays

You got your haircut last week. Since then, _____ has been teasing you about it. _____ says, "Who cut your hair? Did your baby sister get at it with her scissors?" Then _____ says, "Get a hat, cover that mess up!"

_____ pushes in front of you when you are lining up, then makes weird faces at you.

_____ won't let you play with any of her friends, even though you all used to do things together. _____ says, "You're not part of my group. I'm telling my friends not to do things with you."

_____ always seems to follow you around on the playground and calls you names like, "Sissy, wimp, stupid."

_____ often says that the food you bring in your lunch looks disgusting. Today _____ says, "Yuck, I wouldn't feed that to my dog!"

You got new sneakers last week. They are different than the ones that are really popular. Since the first day you wore them, _____ has been teasing you about the shoes. _____ says, "Where did you get those shoes? I bet your Mom picked them out! Only babies let their Moms pick their clothes!"

In the cafeteria, _____ often sits at the table next to yours and makes weird faces at you whenever you look up.

_____ has been telling everyone that you're a lousy soccer player. _____ also tells the other kids that you are weak and a wimp. Now none of the other kids want you to play on their team.

_____ keeps touching things on your desk. A couple of times, you have seen _____ searching inside your desk.

_____ often bangs into you in the hallway, and then laughs and makes a joke of it.

Discuss the statements you create and evaluate the effectiveness of each—does it convey an assertive message? Narrow down the list and vote for your two or three favorite phrases. Write them on the board or a class list.

- Some students may wish to act out their scenario in front of the class. Both should have a chance to play the person using an assertive response.
- As you role-play assertive statements, ask your teacher if you're achieving "the skill steps." Remember assertive behavior is a combination of what you say and how you say it.
- As students role-play in front of the class, ask yourself:
 - What did you hear?
 - What did you see?
 - Was it effective?

- Note the importance of body language and the tone of voice in being assertive.

You've reviewed assertive behavior and had the opportunity to practice being assertive through role-playing. In a real bullying situation, it will be harder to be assertive. You might be feeling scared, upset, or angry, but you will need to remain calm to use assertive behavior.

Sometimes in a real bullying situation, you will have to use your assertive behavior more than once to make the bullying stop. As long as you are safe from physical harm, it is okay to try the assertive behavior a few times before asking an adult for help. However, if the bullying doesn't stop or if you are in danger, then you will need to ask the teacher or another adult for help.

Remember that if you are being bullied, it is not your fault. No one has the right to bully you.

Additional Activities

- "Do unto others as you would have them do unto you." Known as the "Golden Rule", it is a good basis for thinking about bullying. In today's newspaper, find examples of situations in which a person would not want to be treated as they treated someone else. Discuss the motivation, or reason, that someone would act this way.
- Write your own stories about bullying situations (perhaps real things that have happened to you or to your friends), typed or written on index cards, as the basis for additional role-play practice.
- Work alone or with a partner to make cartoons illustrating verbal assertive response to bullying behavior.
- Work with a partner to create a skit depicting assertive, passive, and aggressive behaviors in response to bullying behavior.
- Work in groups to create a puppet show to teach younger students about assertive behavior.

Assess the Situation

The focus of this activity is helping students recognize when it is appropriate to report bullying situations rather than attempting to deal with it themselves. Debunking students' myths about not telling is a key component as is refuting some students' beliefs.

Insight and Understanding:

Why might I be unwilling to report bullying? Is it “cool” to bully? Is it “cool” to report bullying?

Let's look at ideas for dealing with bullying situations. By learning and practicing these things, you will be better prepared if someone tries to bully you. By discussing bullying, you will develop your own plan for dealing with bullying behavior. Your plan will include the ideas that you feel you would be able to use, the ideas you feel most comfortable with.

There is not just one solution that works best in situations involving bullying. Sometimes you will need to keep trying solutions until the bullying stops. That is why it is a good idea to learn and practice many strategies.

Being clear about school rules also helps you understand expectations for student behavior.

Start by listing examples of bullying behavior. Brainstorm examples; record them on index cards or separate sheets of paper so they can be categorized later. Try to recall bullying behaviors identified in the student surveys.

Although all bullying is harmful, some behaviors are more threatening than others. Sometimes bullying behaviors can be very dangerous, even be against the law. Other behaviors can be hurtful or harmful if they happen again and again over time, but they aren't immediately dangerous or against the law.

For example, if you were confronted on the weekend by a group of kids you didn't know who demanded your bike, “or else,” that is a potentially dangerous situation. Any bullying that involves a threat to personal safety is dangerous. We'll sort the bullying behaviors into two general categories: dangerous and less dangerous.

You can assess a bullying situation by asking questions like these:

- Could someone get hurt?
- Is it against the law—like stealing, assault?
- Are the surroundings unfamiliar?
- Are the people unfamiliar?
- Would I be alone or away from others who could help?

If the answer to these questions is yes, then the situation is potentially dangerous.

Sort the identified bullying behaviors into two charts labeled “dangerous” and “less dangerous.” There may be very few examples on the dangerous chart. Highlight the dangerous situations in which compliance with the request, then leaving and reporting, would be the safest strategy.

These are not typical bullying situations. Most kids are never faced with these potentially dangerous situations. But sometimes, particularly occasions when you are alone, in an unfamiliar place, or away from any adults or people who might help you, or in which you are confronted by people you don't know, the safest strategy is to quickly comply or go along with their demands as best you can, then leave and later report it to the police or other adults. Certainly, if there is a weapon involved, the safest strategy is to comply or to leave. Always report this kind of serious situation so that action can be taken to stop the bullying.

Now let's read about a bullying situation that could happen at school.

Jeff is an older boy who seems to like picking on kids at school. Li has noticed Jeff bothering some younger kids, usually teasing and joking. But sometimes, Jeff grabs their belongings, pushes them, even kicks or punches. No one seems to tell the adults about Jeff's behavior.

Li is very relieved that Jeff hasn't bothered her or her friends.

- What rules are being broken?
- How do you think the younger kids who are bullied are feeling?
- How do you think Li feels as she watches these things?
- What are some things that the kids in this story could do to make the bullying stop?

The students who were bullied could ask an adult for help, even though they might be afraid of what Jeff would do to them. They could also try using an assertive verbal response.

Li, and any other students who watched, could help stop the bullying, too, by telling an adult.

Li seems very relieved that Jeff hasn't bothered her or her friends yet. But the only way to make sure that she and everyone else at school are safe from bullying is to make sure that the bullying stops. When kids (or adults) stand by and watch bullying happen without doing anything, their behavior sends the message that bullying is okay.

You have the right to be safe. But the right to be safe goes along with a responsibility to help make sure others are safe. You have an influence on younger kids and your peers. They look to your behavior as a model for how they should behave. If they see that you don't think bullying is cool, they'll realize that it's harmful, too.

Working in small groups, discuss reasons that students might not report to adults about bullying situations. As groups report, chart their reasons. Then discuss each reason for not telling, with a focus on exposing the myth behind it.

For example, students may fear retaliation if they reported bullying; that is, the person who is bullying could come back and do worse things. The reality is that once the situation has been reported and is being dealt with by police or other adults, it is unlikely the kids involved would want to create even more trouble for themselves by coming after someone who they already know reports threatening or bullying behavior.

Students may also think it's not “cool” to report bullying, that it shows they are weak and afraid. When bullying goes unreported, all students are afraid that they will be the targets of bullying and everyone hopes that they won't be next. It could happen to anyone. The student or students who report bullying are helping to make everyone else safe. Once bullying is reported, the person who is doing the bullying can get help to change their behavior. The person who is courageous enough to “take a stand” and report bullying behavior is doing everyone a favor.

Additional Activity

- It sometimes takes courage to face a bullying situation. The newspaper is filled with people doing courageous things. We hear a lot about police officers, firefighters and soldiers doing brave things. But many other people demonstrate courage everyday. Find a story about courage. Summarize the story and explain why you think the people involved are being courageous.

Choose Safe Places, Ignore and Think Positive Thoughts

Two strategies for responding to bullying are presented in this activity. In the first, students should think strategically about where they choose to play or hang out. This idea may be more applicable to some schools than to others; it is likely something that many students do unconsciously. The second strategy is ignoring the behaviors.

Ignoring is appropriate when the behavior is not dangerous. Although ignoring seems like a passive behavior, it is actually very active. Students must be very aware of their body language and facial expressions as well as thinking positive thoughts to themselves in order to maintain confidence.

Insight and Understanding:

What are safe places?

When is it a good idea to ignore people who bully?

Let's learn about two simple strategies you can use to deal with being bullied.

Joanne and Natasha were best friends who loved to skip. At recess and lunchtime they liked skipping rope by the fence near the street.

Every day Brian, an older boy, walked along the fence after eating lunch at home. He started bugging Joanne and Natasha, calling them names, teasing them about their clothes and their skipping. He made rude sounds and weird faces at them.

What way is Brian bothering Joanne and Natasha?

calling them names, teasing them, saying mean things to them, making rude sounds, making faces

The girls could try two things to make Brian stop on their own. First, they could move to a better place, a place where they are less likely to be bullied.

What kind of place would be better for Natasha and Joanne to play?

away from Brian's route, near other students, near adults

The girls are playing right beside the sidewalk where Brian walks every day. They don't need to be there to skip, they could move to another spot.

The bullying survey may have identified places around the school where bullying occurs more frequently.

Part of your plan for dealing with bullying behavior can be to think about the places you are less likely to be bothered.

Another way to deal with bullying behavior, when it is not dangerous, is to simply ignore it. When you ignore teasing and bugging, you don't react at all. The person who is bugging you is unable to upset you and will probably stop. It's not fun to bother someone if they show no reaction to the teasing. However, if the bullying behavior is becoming dangerous, then ignoring it is not a good idea.

To ignore someone, stay calm, continue your activity and concentrate on what you are doing. It also helps to breathe slowly to keep anger from building up. Tell yourself that what the person bothering you says or does doesn't matter. Sometimes it helps to think positive thoughts or "put-ups" when someone says a "put-down" to you.

For example, if someone says, "You're stupid. You forgot your homework again!" you could say to yourself "I'm smart. I can speak two languages." You can think good thoughts about yourself, so that the "put-down" isn't so hurtful.

Let's practice ignoring teasing by saying aloud what our thoughts might be that will help us ignore the teasing or put-downs.

For example: I will stay calm and concentrate on what I'm doing. I will breathe slowly so that I don't get mad." When someone says to me, "You look funny." I'll think, "I like the way I look."

Choose 3 or 4 situations from the following list.. Brainstorm put-ups to think for each situation and record the ideas on a sheet of paper or on the board.

- Someone says you smell funny.
- A classmate calls you sissy.
- A student on the playground says your clothes are funny.
- Someone makes weird faces at you.
- A boy calls you stupid.
- A girl calls you a scaredy cat.
- Someone says that your new glasses look weird.
- A classmate says that your writing is terrible.
- Your sister calls you lazy.
- Some kids make hissing noises as you walk by.

Additional Activities

- Find an example of someone who demonstrates positive thinking in today's newspaper. What effect is their positive attitude having on the situation or their lives? Write a Letter to the Editor about the person acknowledging their positive lifestyle.
- Look for a newspaper cartoon in which someone is bullying by saying something insulting, calling someone a name, or some other negative behavior. Discuss how you would feel and how you would react if you were the person being insulted. How could you deal with the situation?
- Select an example of a comic character demonstrating a positive trait such as caring, compassion, responsibility, etc. Write a news story about what's happening in the cartoon.
- Make comic strips to illustrate "bubble thinking" with characters using put-ups to help them ignore bullying situations. Each comic could include a person who is bullying by making a put-down statement and the person being bullied ignoring and thinking a put-up.
- Write about a time you were able to ignore teasing or bullying and explain what the result was.
- Write in your journal expressing your feelings about ignoring bullying and using put-ups.

Deflecting a Put-Down

Students who are naturally witty can be very successful in using humor to diffuse a bullying situation, but not everyone will be able to use the strategy

Insight and Understanding:

- How can I use humor to deal with bullying?
- How does using humor work to deal with bullying?
- How can I deflect a teasing remark?

Let's learn about another strategy for dealing with bullying. Here's a story example.

Last week, when Marc was eating lunch, he noticed Sean walking toward him. Lately, Sean had been bugging Marc a lot. Marc wondered what Sean would try this time.

Sean looked in Marc's lunch kit, held his nose and said, "Ugh! What stinks?" All the kids started laughing at Marc, but Marc looked cool and calm. He just said, "That's my new alarm system—keeps everyone away, and I know my cookies are safe!" Then everyone, including Sean, really laughed.

The next day at recess, Sean tried to bug Marc again. This time, he came up to Marc and said, "Your nose is so fat, you look like a pig!" Again, Marc looked cool and calm. He stood tall and said, "That's your opinion." Sean realized that he wasn't going to get much of a reaction from Marc, so he decided to stop bothering him.

What might Marc have felt like inside when Sean said those things to him?

nervous, shy embarrassed, mad, sad, upset

How did Marc act?

cool and calm, made a funny comment, as though the teasing didn't bother him

Even though Marc probably felt afraid or bad

inside, he was able to be strong on the outside. He remained calm and replied to Sean's put-downs with comments that were funny or that deflected the put-downs. Then Sean gave up bugging Marc because he wasn't getting the reaction he wanted.

Some kids think it's fun to tease. They like teasing best when they can really upset someone, make them feel afraid or even make them cry. This kind of teasing is verbal bullying. It's not the kind of teasing that two people who are friends do because they both enjoy it.

So one way to make the teasing stop is to show that you won't react the way they expect, even though you might feel scared or upset inside.

Marc actually used two strategies in this story. What was the first thing he did to deal with teasing?

made a funny comment, used humor

Marc remained calm and made a funny comment that made Sean laugh. It certainly made the other students laugh, so Sean was no longer the center of attention. Remember that one aspect of bullying behavior is one person having power over another? Well in this story, the power that Sean might have had was reduced by Marc's comment—he made everyone laugh and feel relaxed.

What was the second way Marc dealt with Sean's teasing?

He said, "That's your opinion," didn't get upset, didn't argue.

This time, Marc made a comment that deflected the teasing. He was calm and made a comment to let the put-down "slide off" him, rather than upset him. In a way, it's a little like being assertive because you need to use assertive body language—stand tall, look at the person and use a clear voice. Marc was calm and didn't argue or deny the put-down; he just didn't show that he was upset.

In order to use humor or to deflect a put-down, you need to be calm, look at the person and say the right thing back. Some people are very good at this; they often seem to be able to make us laugh because they have just the right funny thing to say at just the right time. For people like that, this strategy might seem pretty easy.

But most of us need to remember and practice some "snappy responses" that might work in many different situations. In the story, Marc used just such a "snappy response" with Sean. He said, "That's your opinion." You could use that phrase for many different teasing situations. Now let's look at some other phrases that can work in the same way.

—Try practicing these "Snappy Responses" to teasing.—

- That's your opinion.
- Has this been bothering you for long?
- That's life!
- I didn't know you worried about me so much.
- You have an interesting way of looking at it.
- Well, that's news!
- Amazing, but true.
- Thanks! I'll take that as a compliment.

A snappy response should be smart or funny, but not mean and not something that will make the other person angry or upset. The purpose is to avoid further teasing by demonstrating that you aren't bothered by it.

When you use a snappy response, you also need to be sure that your voice and body language don't provoke or upset the other person.

See how many different ways you can say, "That's your opinion," to change the tone. Brainstorm some ideas and then evaluate them using these questions:

- Is the response smart or funny?
- Is the response mean?
- Would it make the other person angry?
- Will it work?

Work in pairs to write snappy responses to teasing situations on the worksheet. Volunteers can role-play their situations. Use a puppet or other prop as the one who does the teasing, if desired.

SNAPPY RESPONSES WORKSHEET

—Write "snappy responses" to each of these teasing statements.—

1. You got a great mark on the science test, and now lots of kids are calling you "nerd."

2. Someone always calls you names when you end up on their team.

3. Kids in your class have been teasing you about your new haircut.

4. Many of the kids are calling you fat.

5. After you miss the ball in the game, one of the other players says, "What a loser!"

IT'S IMPORTANT TO REMEMBER THESE IDEAS AND STRATEGIES TO DEAL WITH BULLYING:

- Ask for help • Use assertive behavior • Assess situations • Stay in safe places
- Ignore and think positive thoughts (or put-ups) • Use humor • Deflect the bullying • Know when to leave • Tell an adult

Imagine a School without Bullying

In this activity students will image a school without bullying and make a commitment to contribute to its creation.

Insight and Understanding:

- What would school look like without bullying? What can I do to stop bullying?

Adults in your school know about bullying, and want to create a “bullying-free” environment. Students can learn best when they don’t have to worry about being bullied—when they feel safe. Students have the right to learn in a safe environment. The parents, teachers, school staff, and principal have ideas about stopping bullying. But students also have great ideas about how to make the school “bullying-free.” So, share your ideas for building a school where there are no bullying behaviors.

You’re going to imagine what your school might be like if it were bullying-free. If you want to close your eyes, you may. Now imagine that all the bullying at school were stopped, that everyone knew that they would be completely safe at school. Imagine that every student knew that their feelings wouldn’t be hurt, that they wouldn’t be teased in mean ways. Imagine that you knew no one would make fun of your appearance, the way you talk, or the things and people you like. Imagine that the school is bullying-free.

Imagine that you are coming to school one morning and you know that something is different. The school is now a place where there is no bullying. Think about what would be different!

- What might your school look like?
- What would you notice on the playground?
- What would the students be doing?
- What would the adults be doing?
- What might you see as you came into the school?
- What might you hear?
- What would you notice as you walked down the hallway?
- Imagine that school is starting. What would you notice in the classrooms?
- How would you feel?

Think about what would be different. What would you see in a bullying-free school? What

would you see on the school grounds? . What would the students be doing? What would you hear in a bullying-free school? How would you feel as you moved through your day in your school without bullying?

Gather your thoughts and write about what you imagined. Write a few paragraphs about the bullying-free school you imagined.

Now that you have a good idea of what your school might be like if it were bullying-free, let’s talk about things that can be done to help make it bullying-free.

Working in small groups, come up with as many ideas as you can by brainstorming. Remember that the aim of brainstorming is to get out as many ideas as possible. After you have brainstormed, then you will have time to consider the ideas and choose the best ones to share as a class.

First, you’ll be thinking and talking about ideas to help students stop bullying.

Consider things that students could do or say to stop bullying behavior and also things that adults, such as teachers, parents, the school principal, or counselor could do or say to stop bullying behavior. Think of things that the whole school could do to stop bullying behavior.

For ways the school can stop bullying behavior, you might think about rules and consequences. The best consequences for bullying behavior would be a way of showing that bullying is not acceptable, but also helping the student receiving the consequences to learn other ways to behave that are more acceptable.

You might think about lessons, programs, or other things the school could do. You could consider restitution, ways that the person that bullied could “make up” for their hurtful behavior through being kind or helpful or

contributing to the school in some way. There are many ways that the school could stop bullying. Please share your ideas.

Make three separate spaces on your chart, titled “students,” “adults” and “school” so that you can record the ideas in separate places. Brainstorm in your small groups while a student recorder makes notes on the chart paper.

After you have brainstorming for a time, each group should choose the best idea from each area to report to the class. Your teacher should record a class summary of the great ideas on chart paper.

Now think about the students who get bullied by others. Are there some things that could be done to help or support the students who are bullied?

Think again about the three categories—things that students could do or say to support bullied students; things that the adults such as teachers, parents, principal and counselor could do to support bullied students; as well as things that the school could do to make sure that bullied students feel supported and are no longer afraid to come to school.

Brainstorm ideas for these three areas in your small groups. The recorders should take notes in three sections, again titled “students,” “adults” and “school.”

After you have brainstorming for a time, each group should choose the best idea(s) from each area to report to the class. Your teacher should record a class summary of the great ideas on chart paper.

Finally, students will choose the three ideas from the charts that they think are the best. One way would be to give each student three “sticky dots” to mark his or her selections on the charts. Report the ideas that received greatest support to your principal, teachers, and parents.

Additional Activities

- Think back to your ideas about a bullying-free school, and use these ideas to create a “no-bullying” logo design, rap, or song. Use the logo designs, raps, or songs in presenting the “no bullying” theme to younger grades.
- Conduct a logo contest, in which all the students in the school vote for their favorite design. Arrange to use a scanner to scan the winning design, and use the design on bullying-prevention materials generated by computer.
- Write a story about a school without bullying. The story should express an understanding of how your school would be different in terms of what students do, what adults do, and how it feels.

Classroom or School Bullying Statement

Although it takes everyone involved at a school, students, teachers, administrators, and parents to develop a bullying plan for the whole school, there are ways for you to contribute to a classroom or whole school bullying statement.

Insight and Understanding:

- What can students contribute to a classroom or school bullying statement?
- How can I take a stand against bullying?

Ideally, your teachers, administrators, and parents will work together to help develop a plan to stop bullying and create a bullying-free school. Some parts of a plan may include:

- A school statement that describes what everyone wants your school to be like.
- Rules that provide expectations for behavior at school.
- Consequences for breaking the rules that may include punishment and restitution.

The plan goals need to help students who are bullying to stop and to learn ways to get along with other students. A set of consequences needs to be developed for students who bully others. The consequences will let students know that bullying will not be tolerated and also give those students an opportunity to contribute to the school community, perhaps to make restitution for their bullying behavior. The emphasis focuses on changing behavior through consequences that provide an opportunity to practice positive behavior. The plan would also show how the adults would help students stop bullying.

The school statement provides a model for how everyone will work together at school and

describes the school's expectations for student behavior.

Let's consider what the classroom or school statement might be like. The statement describes a goal everyone working toward. But what would it look like if your school were already living by a statement? Remember when we imagined a bullying-free school and you wrote about it? Let's look at the brainstorming ideas you came up with in the last activity of ways students can help stop bullying behavior and ways students can help someone who is bullied.

From those ideas create a Classroom or School Statement. Use one of the formats listed below. It should describe a classroom or school free of bullying and conveys the commitment to bullying prevention.

Here's a School Statement example: "At Smith School we are committed to providing an environment free of bullying behavior. We work together to: Resolve conflict peacefully; Include others in all activities; Respect differences; Support each other."

A Mission Statement example is: "The Mission of Mountainview School is to provide a safe and nurturing environment where all students are free to learn, grow, and pursue their personal best."

A Code of Conduct is a description of behavior expected of students. For example:

"Classroom Code of Conduct (or School Code of Conduct).

Cooperation: We listen to others' opinions. We follow instructions given by staff members and volunteers. We follow school rules.

Consideration: We care about others' feelings. We think before we act. We respect school rules.

Courtesy: We greet one another. We thank people for helping us. We are polite to each other."

Work in groups of four or five students. Each group will create one Classroom/School statement. Share each one as a class and then vote for the one that you think is best. Your statement will be used in your classroom and your teacher will provide it to your principal for possible use at your school.

"Take a Stand" Commitment to Prevent Bullying

Now you need to make a personal commitment to doing one thing to contribute to the plan for a bullying-free classroom and/or school. Its time to "take a stand" for a safer, more friendly school. Think about what you can do. Look at the ideas from the last activity, or just reflect a few moments on how you might contribute to eliminating bullying in your classroom and at school.

- What can you do differently than you are doing now?
- Will it be something to help stop bullying?
- Will it be something to support students who get bullied?

On a sheet of paper, please write the date and your commitment or promise to yourself of how you will contribute to making your school free of bullying. Fold the papers with the writing facing in and place your name on the outside. Your teacher will collect the papers now and in one month will hand them back to you so you can see how well you have done at contributing to your bullying-free school.

Additional Activities

- Create a newspaper advertisement for one aspect of the classroom/school statement or rules or for the plan as a whole.
- Work with other classes in the school to create a special edition of the school newsletter to launch the bullying-free program. Have students write a newspaper-type story, a letter to an advice column and its response, or letter to the editor.
- With your fellow students, create a series of newspaper-type cartoons that could be printed in the school's newsletter.
- Select a key phrase from their classroom/school statement or a rule and make a poster to illustrate it.
- With a group, develop and make banners of slogans or mottoes to represent the school statement or aspects of it, such as "Welcome to the respect zone" or "Respect is practiced here!"
- Work in small groups to create a special bullying-prevention web page for addition to the schools' web site.

