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.”

VALLEYSTAR
A Newspaper in Education Supplement
What is Bullying?

Insight and Understanding

1. **What is bullying?**

2. **What does bullying look like?**

3. **How does the person being bullied feel?**

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

How do you think Mika is feeling?

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 back a backpack to school any more.

Today Jordan and another boy are bullying 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 doesn’t belong.

What does bullying look like?

R

What is Bullying?

The purpose of Focus on Bullying is to develop a 380-page comprehensive bullying prevention program that teachers, administrators, and parents can use to address the bullying behavior by ensuring comprehensive solutions. The program goes beyond the physical, social, and psychological safety of schools and reduces the incidence of bullying.

FOCUS ON BULLYING

This free supplement is an adaptation of lesson activities from Focus on Bullying: A Prevention Program for School Communities. This program is designed to help teachers, administrators, and parents understand the nature of bullying in schools. The program is divided into the following sections:

- **The Nature of Bullying**
- **Develop a School-Wide Plan for Bullying Prevention**
- **Focus on Bullying**
- **Respond Directly to Bullying Situations**
- **Address Bullying Through Classroom Lesson**

Forms of Bullying Behavior

<table>
<thead>
<tr>
<th>Behavioral Category</th>
<th>Of Concern</th>
<th>Of Serious Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Aggression</td>
<td>• pushing • shoving • kicking • hitting</td>
<td>• threatening with weapon • defacing property • stealing</td>
</tr>
<tr>
<td>Verbal Aggression</td>
<td>• mocking • name-calling • giving dirty looks • teasing</td>
<td>• intimidating telephone calls • racial taunting • daring another to do something dangerous • verbal threats against property • verbal threats of violence • intimidating bodily harm • extortion • extortion</td>
</tr>
<tr>
<td>Social Alienation</td>
<td>• gossiping • embarrassing • spreading rumors • excluding from group</td>
<td>• insulting others • racist behavior • spreading rumors • malicious rumor spreading</td>
</tr>
</tbody>
</table>

Directions For Activity on Page 3

Working in small groups from the following questions. 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.

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?

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

What are the ways Edward is bullying Dawn?

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

In what ways are Paulo and LeAnn bullying each other?

Focus on Bullying
From Story 1. how is Dawn feeling?
bullied, 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 knows that they have been talking about her behind her back. She doesn’t want them to know that she is still made up her mind to be her uncomforatble self- esteem and cause her to be alone. She is unsure about what might happen next. The bully is not Dawn’s fault.

What are ways Alison and the other girls bullying Dawn?
telling lies about her, spreading rumors, telling others not to do things with her, excluding her, threatening, 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 Mia. 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. She has noticed the other girls have been talking about Dawn have hurt her self-esteem and caused her to be alone. She is unsure about what might happen next. The bully is not Dawn’s fault.

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

Bullying (noun) • to bully another person (verb) • to use force to get someone to do something
Bullying (verb) • to threaten, to intimidate, to hurt
Harassment (noun) • to harass
Humiliating (verb) • to humiliate
Intimidation (noun) • to intimidate
Power or control (noun) • to control
Put-downs (noun) • to put down
Racism (verb) • to humiliate
Rumors (noun) • to spread rumors

What do you think Edward feels?
teen, 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 “cute” 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.

What are the ways Sunny and Rafino are bullying Paulo?
spreading rumors, calling him names, shouting put-downs

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.

Study how editorials are written in the Student Survey. The only way to stop bullying is by being proactive. If one feels that they are being bullied or knows someone who is, please speak up and inform their teacher, principal or administrator of the school in which one attends.

The warning signs of bullying may not always be clearly visible, but children who have been victimized tend to come home from school with torn or dirty clothing, to have cuts and bruises, to show significant changes in mood, and/or to lose interest in schoolwork.

It is the role and responsibility of all HCSID members to treat others with respect, not engage in harmful teasing, and be understanding of those who feel excluded, bullied and harassed. It is never shameful to speak up.

We are dedicated to keeping students in a safe and responsive learning environment, free from bullying. Bullying can be verbal, social, physical and may include teasing, threats, spreading rumors, or hitting.

The only way to stop bullying is by being proactive. If one feels that they are being bullied or knows someone who is, please speak up and inform their teacher, principal or administrator of the school in which one attends.

The warning signs of bullying may not always be clearly visible, but children who have been victimized tend to come home from school with torn or dirty clothing, to have cuts and bruises, to show significant changes in mood, and/or to lose interest in schoolwork.

It is the role and responsibility of all HCSID members to treat others with respect, not engage in harmful teasing, and be understanding of those who feel excluded, bullied and harassed. It is never shameful to speak up.

We are dedicated to keeping students in a safe and responsive learning environment, free from bullying. Bullying can be verbal, social, physical and may include teasing, threats, spreading rumors, or hitting.

The only way to stop bullying is by being proactive. If one feels that they are being bullied or knows someone who is, please speak up and inform their teacher, principal or administrator of the school in which one attends.

The warning signs of bullying may not always be clearly visible, but children who have been victimized tend to come home from school with torn or dirty clothing, to have cuts and bruises, to show significant changes in mood, and/or to lose interest in schoolwork.

It is the role and responsibility of all HCSID members to treat others with respect, not engage in harmful teasing, and be understanding of those who feel excluded, bullied and harassed. It is never shameful to speak up.

We are dedicated to keeping students in a safe and responsive learning environment, free from bullying. Bullying can be verbal, social, physical and may include teasing, threats, spreading rumors, or hitting.

The only way to stop bullying is by being proactive. If one feels that they are being bullied or knows someone who is, please speak up and inform their teacher, principal or administrator of the school in which one attends.

The warning signs of bullying may not always be clearly visible, but children who have been victimized tend to come home from school with torn or dirty clothing, to have cuts and bruises, to show significant changes in mood, and/or to lose interest in schoolwork.

It is the role and responsibility of all HCSID members to treat others with respect, not engage in harmful teasing, and be understanding of those who feel excluded, bullied and harassed. It is never shameful to speak up.

Bullying in our Schools

By: Sophia Lopez Ebelton
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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?

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 rating, even though some students might say that's what they are doing when they get in trouble.

Talk about what you think the student being bothered should do. 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. After you have come to a decision about one situation, move on to the next one.

When is it a good idea to ask for help?
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 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 remaining calm to use assertive behavior.

Sometimes in a real bullying situation, you will have to use your assertive behavior 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.

Focus on Bullying

Follow-up: Use the role-plays as the foundation for additional role-play practice. As students role-play in front of the class, ask yourself:

- What are the words or phrases that different people say and how you say it.
- Was it effective?
- What did you hear?
- Did you feel like you had 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.

Some students may wish to act out their scenario in front of the class. Both you and 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.

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 have the other person 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.

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.

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 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.

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 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.

Focus on Bullying

Follow-up: Use the role-plays as the foundation for additional role-play practice. As students role-play in front of the class, ask yourself:

- What are the words or phrases that different people say and how you say it.
- Was it effective?
- What did you hear?
- Did you feel like you had 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.

Some students may wish to act out their scenario in front of the class. Both you and

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.

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.

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 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.

Focus on Bullying

Follow-up: Use the role-plays as the foundation for additional role-play practice. As students role-play in front of the class, ask yourself:

- What are the words or phrases that different people say and how you say it.
- Was it effective?
- What did you hear?
- Did you feel like you had 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.

Some students may wish to act out their scenario in front of the class. Both you and

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.

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.

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 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.

Focus on Bullying

Follow-up: Use the role-plays as the foundation for additional role-play practice. As students role-play in front of the class, ask yourself:

- What are the words or phrases that different people say and how you say it.
- Was it effective?
- What did you hear?
- Did you feel like you had 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.

Some students may wish to act out their scenario in front of the class. Both you and

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.

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.

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 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.

Focus on Bullying

Follow-up: Use the role-plays as the foundation for additional role-play practice. As students role-play in front of the class, ask yourself:

- What are the words or phrases that different people say and how you say it.
- Was it effective?
- What did you hear?
- Did you feel like you had 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.

Some students may wish to act out their scenario in front of the class. Both you and
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 them themselves. Debriefing students’ myths about not telling is a key component as is reflecting some students’ beliefs.

Insight and Understanding: Why might it be helpful 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 behaviors. Your plan will include the ideas that you feel would be able to use, the ideas you feel most comfortable using, and the ideas that you don’t feel comfortable using.

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 know and practice many strategies.

Being clear about school rules also helps you go along with their demands as best you can, then leave. It may be important to report to the police or other adults. Certainly, if there is a weapon involved, the safest strategy is to completely or to leave. Always report any 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 around, and is being dealt with by police or other adults, it is not a good idea.

Sometimes it helps to think positive thoughts or say to yourself, “I don’t get mad.” When someone says to me, “You don’t look funny.” I’ll think, “I like the way I look.” Sometimes, Jeff would do to them. They could also try using an assertive verbal response.

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.

Invisible 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 in order to maintain the confidence.

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 am doing. I will breathe slowly so that I don’t get mad. When someone says to you, “You look funny.” I’ll think, “I like the way I look.”

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

Additional Activities

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 every day. Find a story about courage. Summarize the story and explain why you think the people involved are being courageous.

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

Find an example of someone who demonstrates positive thinking in today’s newspaper. What effect is their positive attitude having on the people around them? Write a Letter to the Editor about the person acknowledging their positive outlook.

Look for newspaper cartoons in which someone is bullying by saying something insulting, calling someone a name, or some other negative behavior. Discuss how this affects feeling and what it did to the person who was the 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 happened in the comic.

Make comic strips to illustrate “bubble thinking” with characters using put-upss 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.

Choose Safe Places, Ignore and Think Positive Thoughts

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

Sort the identified bullying behaviors into two categories: dangerous and less dangerous.

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?

What are safe places?

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

Sort the identified bullying behaviors into two categories: dangerous and less dangerous.

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?

What are safe places?

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

Marc made a funny comment, used humor, and remained calm and assertive. Learning how to use humor to deflect teasing comments can work in many different situations. In the story, Marc used two strategies in this story. What was the first thing he did to deal with teasing?

Marc 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 make 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 it’s time to look at the rest of them.

**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.”
   - 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.

2. Someone always calls you names when you end up on their team.
   - Ignore and think positive thoughts (or put-ups)
   - Use humor
   - Deflect the bullying
   - Know when to leave
   - Tell an adult

3. Kids in your class have been teasing you about your new haircut.
   - That’s your opinion.
   - Is the response smart or funny?
   - Is the response mean?
   - Would it make the other person angry?
   - Will it work?

4. Many of the kids are calling you fat.
   - That’s your opinion.
   - Is the response smart or funny?
   - Is the response mean?
   - Would it make the other person angry?
   - Will it work?

5. After you miss the ball in the game, one of the other players says, “What a loser!”
   - That’s your opinion.
   - Is the response smart or funny?
   - Is the response mean?
   - Would it make the other person angry?
   - Will it work?

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.
Imagine a School without 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. They have also written a few paragraphs about how to make the school "bullying-free." So, share your ideas with the whole school community 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 imagine a school where everyone, students, and adults alike, would feel safe, then imagine that all the bullying at school were stopped, that everyone knew that they would completely be helped if they heard or saw bullying, and that they knew that their feelings wouldn’t be hurt, that they wouldn’t be teased in mean ways, that everyone knew that you knew one would make fun of your appearance, the way you talk, or the things people and you like. Imagine that the school is bullying-free.

Imagine that you are coming to school one morning and you know that something is bullying-free. Imagine that you are coming to school one morning and you know that something is bullying-free.

Imagine that you are coming to school one morning and you know that something is bullying-free.

Imagine that you are coming to school one morning and you know that something is bullying-free.

Imagine that you are coming to school one morning and you know that something is bullying-free.

Imagine that you are coming to school one morning and you know that something is bullying-free.

What would the students be doing? What might your school look like? What can I do to stop bullying? What can students contribute to a classroom or school bullying statement? What can I do to stop bullying?
Take care of yourself
Be temperate
Don’t be promiscuous
Love and help children
Honor and help your parents
Set a good example
Seek to live with the truth
Do not murder
Don’t do anything illegal
Support a government designed and run for all people
Do not harm a person of good will
Safeguard and improve your environment
Do not steal
Be worthy of trust
Fulfill our obligations
Be industrious
Be competent
Respect the religious beliefs of others
Try not to do things to others that you would not like them to do to you
Try to treat others as you would want them to treat you
Flourish and prosper

The conduct and actions of others affects your own survival.