This is a modification of a programmed published curriculum to address bullying called Bully Busters. It has been designed for first through 8th graders. Four out of 12 modules were chosen and condensed into three. Minor information from two other sources was added to create links between the concepts. Each lesson should be about 45 minutes.

A word of caution regarding discussions from the Bully Buster manual--keep bully discussions related to school issues and peer relationships and avoid discussion of bullying in the family.
THREE LESSONS

Lesson 1: Framing the Bully

• Students define what a bully is, discuss why they may act as they do, and how to turn around bully behavior when tempted to use it.

Lesson 2: Non-victim Responses

• Students learn and practice skills to reduce the likelihood of being a bully target.

Lesson 3: Strength-o-Meter

• Students learn how to make judgments about when to handle bullying on their own and when to get help. In the end, students are encouraged to make a commitment to stop the bullying.

NOTE to presenter: You may want to address some issues of “on-line” bullying in discussions when working with the Pre-Teen kids. Often young people will say malicious and slanderous things about peers on line in chat rooms and send this out to countless numbers of fellow students. Young people do not realize how devastating such postings can be.
LESSON 1: FRAMING THE BULLY OBJECTIVES

• To increase student's awareness, understanding, and identification of bullying behaviors and characteristics (passive and active bullying behaviors)

• To create a definition of bullying in order to assist students in openly discussing the problem of bullying within the classroom

• To assist students in identifying their role in bully prevention.

Materials

• Art paper for each child to draw a picture of a bully incident
• Art supplies (crayons, markers, colored pencils)
• Chalk board or easel pad
Picture activity:

- Distribute art supplies and art paper
- Ask the students to define bullying by drawing pictures, using symbols and writing a few words inside the picture (note: student’s names should not be written).
- Give about 5-10 minutes for the students to start their pictures. They will continue to draw through the rest of the class. Walk around and notice what topics are evident in the drawings.
- “What is a bully?” Discussion: 10 minutes.
- On the chalkboard or easel pad write, “What is a bully?” Have the students discuss their pictures and the words they used to describe bullying. Record their descriptions as they volunteer them.
WHAT IS BULLYING?

Have the students add more words to their pictures that they feel apply to bullying. They can keep this sheet to refer to when they question whether or not a particular behavior is bullying. They also can continue to add words as they gain increased awareness of bullying behaviors.

Identify Aggressive (physically violent and direct) and Passive (name calling and isolating) types of bullying in the pictures. If only one type of bullying is evident in the pictures, engage a discussion on the other type.
PERSONALIZING DISCUSSIONS: 10 MINUTES

• How do you react when you encounter a person who has the characteristics we have listed?

• What do you think when you see bullying?

• How do you think the bully sees these characteristics in himself or herself?

• If there is a difference between how you see the bully and how the bully sees himself or herself, why do you suppose that is?

• Is someone who bullies always a bully in all situations? What are some examples? (Point out that most children who engage in bullying behavior now, tend to grow up to be good men and women. Some choose not to change and that is a sad choice.)

• What may be some reasons why some children act like bullies?
LIST CLASS RESPONSES

Include some of the following in the discussion:

- They do it for fun;
- They do it because they are bored;
- They do it because they are mad about something that happened before school (perhaps a friend of theirs got mad at them);
- They do it because they want to get even with someone who has treated them poorly;
- They are hungry so they are edgy and impatient;
- They are sick so they are edgy and impatient;
- They like to be the person in control;
- They are more competitive and aggressive than most;
- They like to hurt people;
- They are intolerant of other peoples’ differences.
THE CYCLE OF BULLYING

The Cycle of Bullying

A. Bully
B. Follower or henchman – may even carry out the acts
C. Supporter, takes part in the bullying
D. Passive Supporter – seems to like the bullying but does not take an active part
E. Disengaged Onlooker
F. Passive Defender – dislikes the bullying but does not show open defense
G. Defender – Dislikes the bullying and tries to help the victim

Social Culture

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STOP, REWIND, PLAY IT AGAIN ACTIVITY (10 MINUTES)

Teach

• The fact that these reasons might make sense to the bully, it is not an excuse for hurting people. Intolerance of others’ differences leads to bullying. Perhaps all of us can relate to one of these sometimes. When we have these feelings, we need to find other ways to handle them.

• Encourage students to volunteer options for turning several of the situations around, e.g.: “If you see that you are intolerant of others differences, what can you do to change this attitude?” “What other ways are there to have fun besides making fun of other people?” etc.

• Sometimes when we do not feel like being nice we may say unkind things.

Rules

• If you are going to say something, say it nicely.

• If you can’t say something nice, don’t say anything at all (or say something neutral).
PHOTO OPPORTUNITY
PRACTICE ACTIVITY

• Say one of the following statements to the class and have students tell you what people mean when they say it, then have them try to turn it into something nice, or neutral, or if impossible decide not to say anything.
  • “You are an air head”
  • “You always brown-nose the teacher”
  • “You are a nerd”
  • “I can’t stand you”
  • “Your clothes are ugly”

• How can you increase your ability to say nice things when tempted to be unkind?

• Conclude with a commitment to try harder to be nice even when you do not want to be nice.
LESSON 2: NON-VICTIM RESPONSES

Objectives

• To teach alternatives to responding to bully behaviors.
• To teach ways to reduce chances of being targeted by children who want to bully.

Materials

• Chalk board or easel pad

Directions: Write the four basic non-victim responses on the board

1. Don’t reward the bully!
2. Act confident
3. Shake up your style
4. Keep good friends and make new ones
Don’t Reward the Bully!:

- The more you show your emotions, the greater the reward for the bully.

- What are some ways you can avoid showing anger or sadness when bullies are trying to bother you? (Practicing not saying anything and walking away is a good start, what are other ways?)

- When is a good time to show your anger and sadness?

- Who are good people with whom you can share these feelings?

Although victims of bullying are rarely ever wanting the Bully’s attention, often bully victims unknowingly do things that increase their chances of becoming a bully target. Today we are going to focus on things you can do to decrease your likelihood of becoming a target. They do not eliminate the bully problem but they do reduce it.
NON-VICTIM RESPONSE 2

Act Confident: *Use Assertive Behavior this means you:* Stand up straight, make eye contact, talk with confidence. You tell the bully directly what you want from them. Then if they do not cooperate you either leave them or get help. *Aggressive Behavior is bully behavior— e.g. you try to control people with* threats or with name calling or by physically hurting them or isolating them.

**Activity:** Ask for volunteers to come to the front and model passive, assertive, and aggressive postures while saying “Go away!” Focus on the assertive posture and coach the model toward a more assertive voice and posture. Discuss with the class how each posture feels.
Shake up your style: Make your reactions less predictable:

What are different ways you can respond to a bully?

Example: At different incidences of being bullied, a kid could tell them to stop, walk away, ignore the bully and keep doing what your doing, choose a different game or friend to hang with, ask for help from a teacher when needed. The idea would be to use a different one each time.
BE CONFIDENT

Be confident. Bullies don’t like people who are not afraid.
Keep good friends and make new ones: The larger the friendship circle the less likely you are to be victimized. Friendship circles need to be continually developed but it is hard to join groups sometimes.

Activity: Brainstorm ways that a person can enter a group in the following settings: Lunch room, hallway, playground, gym class. Write the various suggestions on the chalkboard or easel pad. (see notes)

Reinforce the importance of letting friends go who are hurtful and keeping an eye open to making new friendships. Reinforce the fact that we do not have to like every one but it is possible to be polite to everyone.

How did you feel right before you attempted to enter the group?
How would it feel if the group did not pay attention to you when you tried to join them?
Can you think of a time this may have happened to you?
What could you have done differently?
What do you do if the group does not accept you?
What can you do as a group to be more accepting of others?
HOW TO STOP A BULLY

*HOW TO*

BE ASSERTIVE

MAKE EYE CONTACT

TELL THE BULLY TO STOP

HAVE CONFIDENCE IN WHO YOU ARE

MAKE GOOD FRIENDS AND STICK TOGETHER

TALK TO SOMEONE YOU CAN TRUST
LESSON 3: STRENGTH-O-METER

Objectives

• To help students understand the need for support when they are being victimized
• To assist students in recognizing the amount of strength required to endure bullying
• To encourage students to ask for help when it is necessary
• To make a commitment to stop the bullying

Materials

• Strength-o-Meter:
  • Draw two big thermometers on a chalk board -- one under the statement “I can handle this much by myself,” another under the statement “I need this much help from others.”
  • Paper and pencils to write out a commitment to Stop the Bullying.

Directions

• Start with the discussion material. Then do the Strength-o-Meter activity. End with the Stop the Bullying commitment discussion.
DISCUSSION

• Are there particular bullying situations in which you need additional help? Which ones?

• From whom may you seek help when handling a difficult situation?

• Are there times you can handle situations by yourself? How do these situations differ from those in which you feel you need to ask for help?

• Do you find it difficult to ask others for help?

• Do you usually receive help when you request it from others?

STRENGTH-O-METER ACTIVITY

Read the following scenarios, and ask by show of hands how many children would handle the situation by themselves and how many would ask for help. Remind the students that in most cases we do a little of both. Invite one student to come up to color in the meters for how much they can handle the problem by themselves and how much help they will need from others. Have class respond with their thoughts.

• You are being tormented in the lunchroom. One kid tripped you, but luckily you did not drop your tray. As soon as you sit down, another student comes by and swipes your sandwich.
• As soon as you get on the bus and take your seat, the kids behind you start blowing spitballs in your hair and calling you names.
• In gym class, you are getting ready to play kickball. As always you are the last one to be chosen for a team. When the teacher assigns you to a team, everyone begins to complain.
• You are in history class. The Teacher asks a question. You know the answer and you quickly raise your hand. Your response is followed by giggles and whispers from the class.
STOP THE BULLYING COMMITMENT

• Discuss with the students how they can actively make their school a safer place for all students by committing to do certain things. Identify what support they will need from peers. The plans need to be realistic and free of coercion and aggression.

• Have students write on the top of a piece of paper, “I will stop the bullying.” Older children can be encouraged to write out their specific commitments on this paper during this discussion.

• Say to the students, “It is my hope that everyone here will commit to stop the bullying. Let’s talk about what that means.” Ask some of the following questions:
STOP THE BULLYING COMMITMENT

• What will you need to make this happen?
• What changes do you need to make for this to happen?
• What might go wrong with the plan? What might you do if this happens?
• With whom will you do this?
• How will these other people help?
• What will you do if these people are not available?
• Who else might work with you?
• Are there adults who might also become involved with your plan?
• Who can help you stick to your plan?
• What can you do to help others stick to their plan?
• How will you feel when you stick to your pledge?
• How will you feel if you fail to keep your pledge?
• Encourage students to sign their pledge.
QUESTIONS?
REFERENCES


