

# Lesson 9

## Shields Up - Identifying & Managing Bullying Situations

### Rationale

Children able to express their feelings with confidence are less likely to use aggression to satisfy their needs for security, position, safety, and power. Assertive communication skills and bonding with pro-social others foster belonging and connectedness. Children who practice reporting and refusing bullying behaviors are more likely to have the courage to speak up if they are the target or the witness of a bullying situation.

### Character Education

This lesson promotes these character traits:

Cooperation      Responsibility      Respect      Integrity

### Objectives

Following this lesson, the student will be able to:

- Define bully, target, and witness
- List strategies for bullies, targets, and witnesses to use to prevent or reduce bullying
- Identify the three types of participants in a bullying situation
- Differentiate snitching and reporting
- Explain why it is important to report a bullying situation
- Demonstrate healthy ways for targets and witnesses to respond to bullying behavior
- Understand that bullying is different from conflict
- Recognize and identify different types of bullying behaviors

### Activities

1. **System Check** ..... 15 minutes
2. **Data Analysis** ..... 5 minutes
3. **Navigation Confirmed** ..... 10 minutes
4. **Management Matrix** ..... 15 minutes

### Materials

In this lesson, you will need:

- Student Workbook pages 26-27
- Bullying Response Strategy Cards (in your kit)
- Home Workout 9, Teacher’s Manual page 115

### Before You Start

- Distribute the Student Workbooks at the beginning of the lesson.
- To reinforce the skills taught in this lesson, prepare journal activities or lesson extenders from the **Looking for More?** section to assign at the beginning or end of your classes throughout the week.
- Make a copy of **Home Workout 9** for each student. Distribute at the end of the lesson.

## Lesson 9: Shields Up - Identifying and Managing Bullying Situations

### 1. System Check

In our last lesson, we talked about managing anger when you are in a conflict. What strategies can you use to calm yourself down in a conflict? 🗨️ *Count to ten; take a deep breath; tell yourself, "Calm down;" open your fists.* **Excellent; we have to calm ourselves down before we can de-escalate a conflict.** Who can name a strategy we learned to de-escalate a conflict? 🗨️ *Use words like "let's," "we," "our," and "together"; ask to hear the other person's point of view; identify the problem without blaming the other person; call the other person by name; use a calm voice; relax your body.* **Excellent!**

Today we are going to talk about how to identify and manage bullying situations. What do you think of when you hear the word "bullying"? 🗨️ *Someone being mean to someone else; constantly picking on or teasing someone; ganging up on someone; etc.* **Bullying is repeated, aggressive behavior that is meant to hurt or frighten someone. Bullying isn't an isolated event like a disagreement about what movie to watch. When people bully, they repeatedly threaten, pick on, exclude someone from activities, or use physical violence.**

Let's see if you can spot the difference between bullying situations and everyday conflicts. Open your workbooks to page 26 and 27. Fold your workbook in half along the staple so pages 26 and 27 are open. ✂️ *Demonstrate for the students how to fold the workbook along the staple so pages 26 and 27 are open.*

In just a moment, I'm going to read a few situations aloud. If you think I am describing a conflict, hold up the "Conflict" side of your workbook. If you think I am describing a bullying situation, hold up the "Bully Situation" side of your workbook. Don't call out your answer; just hold up your workbook. Be sure to hold your workbook so your answer faces me. Are there any questions? ✂️ *Encourage students to ask questions.*

1. Justin and Brad can't agree on whose pencil is whose. Is this a conflict or a bullying situation? ✂️ *Encourage students to hold up their workbook to answer.* **Right; this is a conflict because it is an isolated disagreement.**
2. Veronica constantly teases Jose about his hair. Is this a conflict or a bullying situation? ✂️ *Encourage students to hold up their workbook to answer.* **Very Good! This is a bullying situation because Veronica teases Jose repeatedly.**
3. Chris and Steve are fighting over where to sit on the bus. Is this a conflict or a bullying situation? ✂️ *Encourage students to hold up their workbook to answer.* **Very Good! This is a conflict.**
4. Doug shoves Miles every time he passes him in the hallway. Is this a conflict or a bullying situation? ✂️ *Encourage students to hold up their workbook to answer.* **That's right; this is a bullying situation.**
5. Sarah constantly spreads rumors about Lisa. Is this a conflict or a bullying situation? ✂️ *Encourage students to hold up their workbook to answer.* **Yes, this is a bullying situation.**
6. Lauren always excludes Mary from activities at recess and makes sure she is the last one chosen for a team in P.E. Is this a conflict or a bullying situation? ✂️ *Encourage students to hold up their workbook to answer.* **That's right. This is another bullying situation.**
7. Evan and David are arguing about which video game to play. Is this a conflict or a bullying situation? ✂️ *Encourage students to hold up their workbook to answer.* **Correct, this is a conflict.**
8. Justin takes Ben's lunch every morning on the bus. Is this a conflict or a bullying situation? ✂️ *Encourage students to hold up their workbook to answer.* **That's right. This is a bullying situation.**

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In a bullying situation, the bully repeats the behaviors in order to frighten or cause harm to someone. Sometimes people don't realize that teasing, spreading rumors, and excluding someone from activities are bullying behaviors.

There are often at least three people involved in a bullying situation. Does anyone know who these three people are? 🗨️ *A bully, a target, and a witness.* There is usually a bully—the person who is doing the bully behavior, a target—the person who is hurt, threatened, or frightened by the bullying behavior, and a witness or witnesses—someone who sees or hears the bullying behavior take place.

Let's take a closer look at these three roles. Listen to the following story and identify which character does the bullying behavior, which character is the target, and which character is the witness.

Margaret hates walking to the bus each afternoon. Every time she walks by Liz and her friends, Liz whispers something to the girls and then they all laugh at Margaret as she walks by. She used to be friends with Liz, so it hurts Margaret even more that she would do this to her. Margaret tries to pretend their whispers and laughs don't bother her. Stacey walks the same way to the bus and frequently sees what happens between Margaret and Liz. Stacey knows Margaret must be sad, but Stacey is glad Liz is picking on Margaret and not her.

Who is the bully in this situation? 🗨️ *Liz, her friends.* That's right; Liz starts the bullying behavior and her friends go along with it. Who is the target in this situation? 🗨️ *Margaret.* Who is the witness? 🗨️ *Stacey.* Stacey sees what's happening and knows it is wrong.

Let's take a closer look at what the bully, the target, and the witness might be thinking and feeling in this situation. Look at page 26 at the section titled "I Might Say..." We will read each paragraph together. Then you will decide whose thoughts the paragraph describes: the bully, the target, or the witness. Write bully, target, or witness on the line in front of the statement.

Who would like to read number one? ✂️ *Select a student volunteer to read the statement aloud.*

1. \_\_\_\_\_ *I say mean stuff about Margaret because I'm so jealous of how good she is at everything. Plus, I feel stronger when the other girls listen to me and laugh at her. Margaret knows I don't mean it. I'm just teasing her. It's no big deal; she can take it.*

Whose thoughts and feelings are these? 🗨️ *The bully, Liz.* Exactly, these are things a bully might think or feel. Why did Liz say she bullies Margaret? 🗨️ *She bullies Margaret because she is jealous of her; because it makes her feel popular; she doesn't think she is being mean, and she is just teasing Margaret.* Do you think this is a big deal to Margaret? 🗨️ *Yes.* Some people think teasing is funny and no big deal, but it can be hurtful when you are the one who is repeatedly being teased.

Let's take a look at the next scenario. Who would like to read the second statement?

✂️ *Select a student volunteer to read the statement aloud.*

2. \_\_\_\_\_ *I feel so sad when Liz whispers things about me, but I don't know what to do. She is so popular and everyone likes her. I'm afraid to say anything.*

Whose thoughts and feelings are these? 🗨️ *The target, Margaret.* That's right; targets of bullying behavior often feel sad, alone, and afraid.

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Let's look at number three. Who would like to read number three? ✂ Select a student volunteer to read the statement aloud.

3. \_\_\_\_\_ Liz can really be mean sometimes. The other girls laugh and point, but I think Liz is wrong for whispering and encouraging the other girls to go along with it. I feel sorry for Margaret, but I don't know how I can help. Besides, I don't want anyone to think I'm a tattletale.

Whose thoughts and feelings are these? 🗨 The witness, Stacey. That's right; witnesses can help the target in bullying situations, but Stacey didn't know how to help and didn't want to be known as a tattletale.

### 2. Data Analysis

Some think reporting a bully situation to a responsible adult is snitching or tattling, but there is a difference between snitching and reporting.

Look at the next section in your workbook titled "Should I Say Something?" Let's come up with a definition for snitching and one for reporting. Rewrite the phrases in the correct order to reveal the definition for snitching and the one for reporting. Write the complete definition for each word on the lines provided. ✂ Allow time for students to complete the activity.

What is the definition of snitching? 🗨 Telling on or complaining about the actions of someone else just to get the person in trouble. What is the definition of reporting? 🗨 Bringing facts to the attention of a parent, a teacher, or someone who can help when you know something is wrong. That's right; the purpose of reporting a bullying situation is to look out for your safety or the safety of others. Talk to a trusted adult when you know something is wrong.

Let's see if you can tell the difference between snitching and reporting. I am going to read a few scenarios to you. If you think a scenario is an example of snitching, stay in your seat. If you think it's an example of reporting, stand up. Is everybody ready? ✂ Allow time for students to prepare to stand up.

1. On Casey's way home from school, she frequently sees older kids picking on a boy from her class. When she gets home, she tells her dad what's been happening. ✂ Students should stand. This is an example of reporting.
2. Tom tells his bus driver that Julie is kicking the back of his seat and it's bothering him. ✂ Students should remain seated. This is an example of snitching.
3. Gabby notices that Michelle never lets Dana join in on fun activities at recess and tells people not to sit with Dana at lunch. Gabby tells her teacher what Michelle is doing and that Dana seems sad and alone. ✂ Students should stand. This is an example of reporting.
4. For the third time this month, Katie has heard a nasty rumor about one of her friends. She knows the rumors are upsetting her friend. Katie decides it's time to tell the School Counselor what is going on. ✂ Students should stand. This is an example of reporting.
5. Jacob tells his grandmother that his cousin didn't take the trash out when he was supposed to. ✂ Students should remain seated. This is an example of snitching.

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We all have the ability and the responsibility to help stop bullying. One of the most effective ways to stop bullying is to report it to a responsible adult.

### 3. Navigation Confirmed

✂ Display the *REPORT IT* card on the board. Reporting bullying behavior is a healthy response to bullying behavior. In addition to reporting it, there are other strategies the target and witness can use to respond to bullying behavior.

✂ Display the *SAY, "STOP"* card on the board. The target can also tell the bully to stop. There are several ways to say, "Stop." You can say, "Leave me alone," "Stop bullying me," or "We don't have to like each other, but you need to stop bullying me." Who else can tell the bully to stop?

🗨 *The witness.* That's right; a witness can also tell the bully to stop.

In our communication lesson, we talked about passive, aggressive, and assertive communication styles. Which communication style would be most effective to stop bullying behavior? 🗨 *Assertive communication.* An assertive communicator uses a firm tone of voice, looks the person in the eye, and has confident body language.

✂ Display the *SAFETY IN NUMBERS* card on the board. Another strategy for responding to bullying behavior is to stick together. People who are alone might appear to be an easier target for the bully. Find a friend or someone to hang out with. Participate in school activities to make new friends.

✂ Display the *SUPPORT THE TARGET* card on the board. The witness to a bully situation can support the target by saying something like, "Don't worry about what he says," or "Don't believe what she says; some people just like to hear themselves talk." We can also support targets by inviting them to hang out with us so they feel like they belong.

How would you feel if you supported the target in a bullying situation? 🗨 *Good.* Do you think other kids will respect you for supporting the target? 🗨 *Yes.* Other kids will respect you and look up to you when you offer support to someone targeted by bullying behavior.

✂ Display the *MAKE A SUGGESTION* card on the board. Do you think there is anything healthy the target or witness can say to the bully? 🗨 *Yes.* That's right; they could make a suggestion to the bully like, "People would respect you more if you didn't push them around so much." They could even offer a suggestion like, "You're funny. Maybe you should write a comedy act for the school talent show. People would respect that more." When you offer a suggestion, should you use passive, assertive, or aggressive communication? 🗨 *Assertive communication.* That's right. Your assertive communication skills show you are confident in who you are and what you have to say.

### 4. Management Matrix

There are many healthy strategies you can use to respond to bullying behavior. Why is it helpful to know all of these strategies? 🗨 *You might need to use more than one way to get the bullying to stop; each situation is different and you might have to use different responses for different situations; etc.* Not all strategies work in all situations. Pick the one that works best for the situation you are in.

Look at page 27 in your workbook at the section titled "Management Matrix." Write down one of the Bullying Response Strategies in each of the tiles in the matrix. There are nine tiles and only five strategies, so you will need to use some of the strategies more than once. The strategies you use and where you write them is up to you. Write one strategy in each tile. ✂ *Allow time for students to complete their game boards.*

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Good job! You just created a game board. We will use these Bullying Response Strategies to play a game called "Management Matrix." When I read a bullying situation aloud, decide which strategy was applied in the situation and find that strategy on your game board. For each round, mark the strategy by circling the number at the top of the square that corresponds to the round we are playing. ✕ For each round you play, announce the number you would like the students to mark. The object of the game is to be the first to mark three strategies in a row, horizontally, vertically, or diagonally. Once you have marked three strategies in a row, raise your hand.

If you have a Bullying Response Strategy on more than one tile on your matrix, choose one to mark. You will have to wait for the strategy to be used in another scenario to mark the second location. Are there any questions? ✕ Allow time for students to ask questions.

✕ When students raise their hands, check their game boards to make sure the responses they marked are correct.

✕ You may play several rounds of Management Matrix as time allows. You may also vary the games by playing four corners, creating an "X", or creating a postage stamp on the matrix.

### Situations for Management Matrix

1. Whenever Finn walks into math class, Garrett jumps out in front of him causing him to drop his books. Today, Finn looks him in the eye and says, "You need to stop jumping out at me." Say, "Stop"
2. On the bus ride to school, Grace frequently hears Ivy threaten to beat up Clara if she doesn't let Ivy copy her homework. Grace decides to tell the bus driver that Ivy is threatening Clara. Report It
3. Naomi notices Jane often excludes Anna from conversations and doesn't invite her to join in activities at recess. Naomi says to Anna, "Don't worry about it; you can hang out with me during recess." Support the Target
4. On her way home, Julie has to walk by a group of older girls who hang out by the park. They always make fun of her clothes and tell her she smells. From now on, Julie is going to walk home with two other friends who live on her street. Safety in Numbers
5. For the third time this week, Hazel sees Chase sitting alone at lunch because the other kids keep spreading mean rumors about him. Hazel says to Chase, "Don't believe what they say," and she sits next to him at lunch. Support the Target
6. Bonita always tells lies about Audrey. Audrey firmly says, "You don't have to like me, but you do have to stop telling lies about me." Say, "Stop"
7. For the past couple of weeks, Jake notices that Carlos punches James when he walks by him in the hall. Jake says to Carlos, "You seem strong. The football team would be a great place to use your strength instead of punching Jake." Make a Suggestion
8. Lately, when Juanita tries to join in on the double-dutch jump roping at recess, Marcy purposely trips her with the jump rope. After school, Juanita tells a teacher about Marcy's behavior. Report It
9. Whenever Sam gets on the bus, Jax says something mean to Sam to make everyone laugh. Sam says to Jax, "You're really funny. You should put together a comedy act for the school talent show." Make a Suggestion

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10. For the past few weeks, a group of boys have been harassing William on his way to baseball practice. William decides to meet up with some other boys on his baseball team and walk to practice with them. *Safety in Numbers*
11. Lately before school starts, Adam has been taking Zoey's pencils and throwing them in the trash can. Today, Zoey looked Adam in the eye and said, "Stop throwing my stuff in the trash." *Say, "Stop"*
12. Joy notices that whenever Sadie gets on the bus with her violin, Tessa teases her and says things like, "Only nerds play the violin." Joy says to Sadie, "Don't listen to what Tessa says. I think it's cool you play the violin." *Support the Target*
13. When Simon sees Lucas in the cafeteria, he tries to punch him in the arm so he will drop his lunch tray. Lucas is tired of being Simon's punching bag and informs the teacher of Simon's behavior. *Report It*
14. At least once a day, Rosa says something mean to Becky. In a firm voice, Becky says to Rosa, "You need to stop saying mean things to me." *Say, "Stop"*
15. At recess, several girls pick on Gina because she always sits alone and reads a book. Gina started a book club. Now several kids sit and read with her at recess. *Safety in Numbers*
16. Whenever Marco pitches for the baseball team, Parker has a negative comment about the way Marco pitches. Marco says to Parker, "Maybe if you weren't so negative all the time the rest of the team would respect you." *Make a Suggestion*
17. On his way home, Max frequently sees kids threatening and picking on Theo. Max is afraid Theo might get hurt, so when Max gets home he tells his dad what's happening to Theo. *Report It*
18. Lately, when Mariah gets on the bus, a few girls call her names. Cora says to Mariah, "Don't worry about it. Some people just like to hear themselves talk." *Support the Target*
19. Nolan sits alone at lunch. Several kids pick on him because he has food allergies and eats food they don't like. Nolan invited other kids with food allergies to sit with him so he doesn't sit alone anymore. *Safety in Numbers*
20. Whenever Diego gets on the bus, Brad punches him in the arm. Brad says to Diego, "You really like punching things, maybe you should try taekwondo." *Make a Suggestion*

Today we learned five strategies to respond to bullying behavior. We all have the responsibility to stop bullying behavior. When we respond to bullying in healthy ways, it let's everyone know it is not acceptable. In our next lesson, we will talk about putting all of the skills we have learned together so we can be a positive role model to others.

✂ *Collect Student Workbooks.*

✂ *Distribute Home Workout 9.*

# Looking for More?

## Supplemental Activities & Resources

### Journal Assignments

#### Quick Summary

Summarize in two to three sentences what you've learned about identifying and managing bully situations.

**Write a paragraph about one of the following quotations:**

"Never do a wrong thing to make a friend – or to keep one." *Robert E. Lee*

"Wrong is wrong even if everyone is doing it. Right is right even if no one is doing it." *St. Augustine*

"No one can make you feel inferior without your consent." *Eleanor Roosevelt*

### Language Arts Extender

Write a poem titled "What a Person Who Stands Up to Bullies Is Made Of." What kind of person is capable of confronting a bully? Consider the characteristics, qualities, and strengths the person must have in order to stand up for themselves or others who are targets of bullying behavior.

### Art Extender

Create a poster introducing the Bullying Response Strategies. Use words and pictures that will explain the strategies to other students. What eye-catching techniques can you use to get students to notice the poster? Consider giving examples of the strategies so students can "see" the strategies in action on the poster. Once you have completed your posters, we will find prominent locations throughout the school to display them.

### Into Action

 *Divide the class into groups of at least three students.*

In your groups, write a role-play with at least three characters, a bully, a target, and a witness. The role-play should include a bully situation and a solution to the situation using one of the Bullying Response Strategies. Be prepared to perform your role-play for the class.

If times permits, turn the role-play into a puppet show. Allow students to create the puppets using paper bags or craft stick puppets. Be as creative with the puppets and sets as time allows. Perform the shows for the class, other classes in the school, or parents.



# Home Workout 9

for adults and kids together

*Children able to express their feelings with confidence are less likely to use aggression to satisfy their needs for security, position, safety, and power. Assertive communication skills and bonding with pro-social others foster belonging and connectedness. Children who practice reporting and refusing bullying behaviors are more likely to have the courage to speak up if they are the target or the witness of a bullying situation.*

In class today, we learned five strategies to respond to bullying behavior. The Bullying Response Strategies include: Say, "Stop," Report It, Support the Target, Safety in Numbers, and Make a Suggestion. We discussed how we are all responsible for preventing and stopping bully behavior. When we respond to bullying in healthy ways, it let's everyone know it is not acceptable.

This activity will give you and your child the opportunity to discuss bullying behavior and how to respond to it in a positive way.

## Activity: Story Time

With your child, use the story template below to create a story about bullying behavior. Consider how you want the story to unfold and how the bullying situation will be resolved. Make the drawings as detailed or as simple as you like. Use speech balloons for the communication between the characters.

1

2

3

4

5

6

Student Name: \_\_\_\_\_

Adult Signature: \_\_\_\_\_