

# Lesson 9

## What's the Deal? - Identifying & Managing Bullying Situations

### Rationale

Adolescents who are able to express their feelings with confidence are less likely to employ aggression to satisfy their needs for security, position, safety, and power. Assertive communication skills and bonding with pro-social others can work to deter bullying situations and foster belonging and connectedness.

### Character Education

This lesson promotes these character traits:

Respect                      Courage                      Caring                      Responsibility

### Objectives

Following this lesson, the student will be able to:

- Define bullying behavior
- Identify the three types of participants in a bullying situation
- Identify several motivations for bullying behavior
- Demonstrate healthy ways for targets and witnesses to respond to bullying behavior
- Demonstrate healthy alternatives for bullying behavior

### Activities

1. Behavior ID .....	10 minutes
2. Ask Dr. Smith .....	10 minutes
3. Rapid Response .....	10 minutes
4. What's the Deal? .....	20 minutes

### Materials

In this lesson, you will need:

- Student Workbook pages 22 and 23
- Dr. Smith Show Role Play
- What's the Deal? Card Set
- Home Workout 9, Teacher's Manual page 113
- What's the Deal? Game Instructions, Teacher's Manual page 114

### Before You Start

- Distribute the Student Workbooks at the beginning of the lesson.
- Review the What's the Deal? game materials, game instructions, and teacher's script pages 110-111.
- Copy and cut out the What's the Deal? game instructions. Distribute one game instruction sheet and card set to each group in section 4: What's the Deal?
- 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.

## 1. Behavior ID

Last week we talked about giving and receiving criticism. What is the purpose of giving constructive criticism? 🗨️ *To make a situation better, to help someone improve.* That's right; we give constructive criticism to help someone improve. It's not always easy to receive constructive criticism, but if we keep our goals in mind and are open to suggestions for improvement, we are more likely to reach those goals. When is destructive criticism appropriate? 🗨️ *Never.*

Have you ever received criticism that was really destructive? ✂️ *Allow time for student response.* Have you ever witnessed a person single someone out just to be mean? ✂️ *Allow time for student response.* What do we call someone who singles out others just to hurt or intimidate them? 🗨️ *Bully.* What comes to mind when you think of bullying? 🗨️ *Taking lunch money; flushing someone's head in a toilet; threatening to take homework; humiliation; etc.* That's right; bullying behavior takes many forms, but they aren't all physical. Repeated teasing and intimidation can be just as painful as shoving, pushing, and hitting. The problem with psychological bullying behaviors is that they often go unnoticed or unreported. Why do you think that is? ✂️ *Allow time for student response.*

Open your workbooks to page 22 to the section titled, "Behavior ID." Who would like to read the definition of bullying? 🗨️ *Bullying is repeated, aggressive behavior intended to intimidate or hurt someone, physically or emotionally.* Keeping the definition in mind, review the chart below and circle the behaviors you think could be used to intimidate someone. ✂️ *Allow time for students to complete the activity.*

Raise your hand if you circled at least five behaviors. ✂️ *Allow time for students to raise their hands.* How many of you circled at least ten behaviors? ✂️ *Allow time for students to raise their hands.* Did anyone circle all of the behaviors? ✂️ *Allow time for students to raise their hands.* Very good; all of these behaviors could be used to intimidate or hurt someone.

How many of you have teased someone before? ✂️ *Allow time for students to raise their hands.* Does teasing someone make you a bully? 🗨️ *I don't know.* It depends on your intention and the impact on the person being teased. Let's make a quick distinction so that we understand the kinds of behaviors and motivations we are talking about. Look at the next section in your workbook titled, "Distinctions." Read the two teasing scenarios. Mark the scenario that involves bullying behavior. Be prepared to explain your answer. ✂️ *Allow time for students to complete the activity.*

Which scenario involves bullying, and how do you know? 🗨️ *Scenario 2 involves bullying because Monica's intention was to hurt Tonya; the behavior is repeated.* That's right. In Scenario 2, Monica's intention is to intimidate and hurt Tonya, and Monica's behavior is repeated. In Scenario 1, Mike's intentions are to have a little fun with Ross not to hurt his feelings.

## 2. Ask Dr. Smith

What are the three roles in most bullying situations? 🗨️ *The bully, the target, and the witness.* That's right; in a bullying situation, there is the person using the bullying behavior, the target of the bullying behavior, and the witness or witnesses to the bullying behavior. To recognize bullying situations, you have to look out for more than just the bullying behaviors and who is involved. Let's take a look at the reasons why someone might bully. I will need four volunteers to play the guests on a talk show. The rest of you will be in the studio audience. Help Dr. Smith understand each guest's circumstance.

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✂ Select four volunteers to come to the front of the class, assign the roles of each character, and give each player their character's script. You will read for the host, Dr. Smith.

✂ Use the tone of a talk show host.

**Welcome to the Dr. Smith Show, where we get to the heart of your problems so you can have stronger, more meaningful relationships! I am your host, Dr. Smith.**

**Today's topic is bullying. Joining me today are four teens who have admitted to or have been told they use bullying behaviors. Let's meet Victoria, Brutus, Neal, and Skip. Please welcome them with a round of applause.** ✂ Allow time for students to applaud.

**Let's get started. Listen carefully to each member of our panel to help me identify and understand why these teens bully.**

**Dr. Smith:** **Victoria, you told me before the show that you don't know why your classmates call you a bully.**

*Victoria:* I don't know what the big deal is! I treat everyone the same way my sister and her friends treat me.

**Dr. Smith:** **What do you mean?**

*Victoria:* Well, my sister and her friends make fun of my looks and what I wear. So, I make fun of others too. My sister gets people to laugh at me when I walk by them in the hall. So, I find other kids to pick on and do the same thing. I guess it's all in good fun.

**Dr. Smith:** **Studio Audience, can we see a show of hands if you agree that it sounds like Victoria's sister and her friends also use bullying behavior?** ✂ Allow time for students to raise their hands. **What do you think Victoria?**

*Victoria:* Yeah they probably do, but so what? It's not like anyone ever does anything about it. People just stand around and watch it happen to me. Besides, no one has ever confronted me when I do the same to others. No one told me that it's wrong, and no one has reported it. So, I figure it's cool.

**Dr. Smith:** **Would you stop this behavior if someone told you it was wrong?**

*Victoria:* I don't know. Maybe. I mean, I never really thought about it.

*Brutus:* Wait a minute! You do have to put people down.

**Dr. Smith:** **Why do you think it is necessary to put people down, Brutus?**

*Brutus:* When you push people around, you show them who's boss. Your reputation depends on it; I know mine does.

**Dr. Smith:** **So Brutus, you're saying that bullying behavior gives you a sense of power?**

*Brutus:* Yes! You have to dominate to be powerful and earn respect.

**Dr. Smith:** *(to the audience)* **Why does Brutus use bullying behavior?** 🗨️ He uses bullying behavior to feel tough. He tries to intimidate others for a sense of power.

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**Dr. Smith:** Brutus, there are other ways to earn respect and be powerful. (Turning to Neal) Neal, you admit to using bullying behavior as well. Tell us about that.

*Neal:* Yeah, a few years ago I was the new kid in school and didn't have any friends. I started embarrassing others and pushing them around because it made people laugh. Soon I had a group of friends to hang out with who would join me in my pranks and jokes. There was a kid in gym class that we'd always pick on. We'd wait until he wasn't looking, and then we'd stuff his clothes in a random locker. We'd just stand there and laugh while he freaked out looking for his stuff. It wasn't that big of a deal. No one ever got hurt, and everyone thought it was funny.

**Dr. Smith:** Studio Audience, can we see a show of hands if you think Neal's behavior did indeed hurt the kid in his gym class? ✕ Allow time for students to raise their hands.

**Dr. Smith:** So Neal, would you agree that you use bullying behaviors because you think it helps you to fit in at school?

*Neal:* Probably, but it's fun and it makes me feel better when my friends laugh. Plus, I get high-fives from my dad when I tell him what I did. He says that he's proud of me for acting like a man.

**Dr. Smith:** Skip, you've been quiet. What are your thoughts?

*Skip:* I don't really have anything to say. I just think it's easier to put someone down than try to make friends with them.

**Dr. Smith:** Skip, do you have a hard time making friends with people? It sounds like you struggle with relating to people.

*Skip:* Yeah, so what of it? People don't get me. Intimidating people is the easiest way to deal with them so I don't get hurt. Get them before they get me, you know?

**Dr. Smith:** Have you actually tried making friends with someone?

*Skip:* Nah, I'm too afraid of being rejected.

**Dr. Smith:** I want to thank all of you for joining us today. As you can see, our guests each have different reasons for using bullying behavior. Think about how you could reach out to someone who bullies. Assure them that they can be respected and accepted for who they are but not for their aggressive behavior.

✕ At the end of the role play, thank the volunteers and ask them to return to their seats.

Let's dig a little deeper into why someone might bully. Look at the bottom of workbook page 22 to the section titled, "Motivations." List three reasons why people may resort to using bullying behaviors. ✕ Allow time for students to complete the activity.

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**Who would like to share their answers?** ✕ Possible student responses may include:

- They are bullied by other people.
- They hang out with people who use bullying behavior.
- They do it to make others laugh.
- It gives them a sense of power over others.
- No one told them to stop.
- They are rewarded for their bullying behavior.
- They use bullying behavior in an attempt to fit in.
- They think it is the easiest way to deal with people.

**Very good.** Some might bully others because they are targets themselves and feel the need to control and dominate others. Some struggle to regulate or control their emotions and find it difficult to connect with others.

### 3. Rapid Response

There are healthy alternatives to bullying behavior that can help you earn respect, build confidence, and make friends. There are also healthy responses you can give to manage the bullying situation. So, what do you do or what do you say? Let's find out. Turn to workbook page 23 to the section titled, "Rapid Response." You will play the part of each participant in a bullying situation. You must decide how to respond to the bullying behavior or change your own behavior.

**Let's start with the witness. Who can read the situation?** 🗣️ *You're walking to Science class and you see Charles knock Edward's binder out of his hands. Edward's papers spill everywhere and he scrambles to pick them up. Laughing at the spectacle he created, Charles says, "Gee Edward, having trouble keeping it together today?"*

**As the witness, you need to respond to the threatening behavior right away. Read the list of responses. Then, choose three effective healthy responses for the witness and rank them with number one being your top response.** ✕ Allow time for the students to complete the activity.

**Who would like to share their top three responses?** ✕ Allow time for students to share their answers.

**Very good.** If you were being threatened while others just stood by and did nothing, how would you feel? 🗣️ *Scared, angry, disappointed, alone, etc.* As a witness, how would you feel if you did not report the bullying situation and something serious happened as a result? 🗣️ *Guilty, regretful, etc.* You can send a message to the bully that the behavior is unacceptable by supporting the target or saying something to the bully like, "People would respect you more if you weren't so aggressive."

In the next section, you are the target. As you close your locker and turn around, you find Charles standing there with a creepy smile on his face. He reaches out and knocks the binder out of your hands. Papers spill everywhere and you scramble to pick them up. Laughing at the spectacle he created, Charles says, "Gee Edward, having trouble keeping it together today?" Read the list of responses for the target and mark your top three effective responses. ✕ Allow time for the students to complete the activity.

**Who would like to share their top three responses?** ✕ Allow time for students to share their answers. Responding assertively to aggressive behavior shows the bully that you won't tolerate it. Alert a trusted adult to the situation to intervene if the behavior continues.

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Now you are the bully in this situation. You walk up and stand behind Edward while he's struggling with his locker. You smile because you know what's coming next. Edward turns around and looks at you with dread. You knock the binder out of his hands. Papers spill everywhere and he scrambles to pick them up. You can't help but laugh at the spectacle you just created saying, "Gee Edward, having trouble keeping it together today?" Read the list of alternative behaviors for the bully and mark your top three effective alternatives. ✂ Allow time for the students to complete the activity.

Excellent! Who would like to share their top three alternatives to the bullying behaviors? ✂ Allow time for students and share their answers. These alternatives can help us get what we need in a healthy way rather than through aggressive behavior. For example, if a person really wants recognition from others, encouraging them is more effective than threatening them.

What are examples of healthy ways to show strength? 🗣 Sign up for a sports team. That's right; joining a sports team is a healthy way to relieve aggression and show strength and ability.

### 4. What's the Deal?

To apply the responses we learned today, we are going to play a game called, "What's the Deal?" The game will challenge you to manage a variety of bullying situations as the target, the witness, or the bully. The object of the game is to manage the most bully situations effectively.

You will play this game in groups. Each group will receive a card set containing Resource Cards, Situation Cards, and Wild Cards.

When you receive your game card sets, separate the three decks of cards, and deal each player five Resource Cards and one Wild Card. Put the remaining Wild Cards to the side; they will not be used. Place the remaining Resource Cards and the Situation Cards facedown in the center of your table.

To start the game, the player-in-turn will draw a Situation Card and read it to the group. Each Situation Card presents a bullying scenario. ✂ Demonstrate and read a Situation Card as an example.

The remaining players will manage the bullying situation. Select a Resource Card from your hand and pass it facedown to the player-in-turn. Keep your Resource Selection to yourself. A Resource Card can only manage the bully situation if it has both the appropriate participant and an effective strategy. ✂ Select an eligible participant Resource Card for the situation you just read and read it aloud. The player-in-turn will mix up the cards, turn them over, and read each one aloud. Then the player-in-turn will choose the strategy that would best manage the bully situation.

If you do not have a Resource Card in your hand that fits the situation, you can play your Wild Card. If you play a Wild Card, you will need to explain to the player-in-turn a healthy way to manage the bully situation.

The player who has managed the bully situation with their Resource Card or Wild Card wins the Situation Card and sets it aside to keep track of their wins. Wild Cards are returned to whoever played them and the remaining Resource Cards are placed in the discard pile.

Replenish your Resource Cards from the draw pile keeping five cards in your hand for every turn. Play continues clockwise so that the player on the left becomes the new player-in-turn. If time permits, you may play the game again.

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✂ *Divide the students into groups of 3-6 players and give each group a game pack that includes a deck of Situation Cards, a deck of Resource Cards, a deck of Wild Cards, and Game Instructions. Choose which player will go first. Review the number of hands necessary to win as outlined in the game instructions.*

✂ *Allow time for students to play the game.*

**Use your conflict resolution skills, anger management skills, and the healthy alternatives to bullying behavior to manage bullying situations. These skills will help you prevent bullying situations in the future. You might be surprised to know how many of your peers have the same hopes and fears as you.**

✂ *Collect the game materials.*

✂ *Distribute the Home Workouts.*

✂ *Collect Student Workbooks.*

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