

# LESSON

# 4

## bullying

### Objectives

Learners will . . .

- characterize bullying behaviors
- develop assertive responses to bullying behaviors
- identify ways to help someone who is being bullied

### Materials

- Activity Sheet: *Scenarios Handout*

### Vocabulary

- **Bully**—to pick on or threaten repeatedly
- **Victim**—someone who is hurt by bullying behaviors
- **Bystander**—someone who sees bullying behaviors
- **Assertive**—saying what we want and need in a direct, but positive manner



### RECAP

Tell students last lesson they learned there are qualities that make someone a good friend.

### KEY MESSAGE

Write on board and tell students:

***Recognize and identify ways to deal with bullying.***

## INTRODUCTION

Ask the students if they have observed any bullying or mean behavior. If you have observed bullying behavior, how did you feel? Did you know what to do to stop the situation? List the following four types of bullying behaviors on the board: physical aggression, verbal aggression (name calling, spreading rumors), exclusion (purposely leaving someone out of activities or conversations) and intimidation (threatening or making someone feel scared). Discuss each type with the class and ask students to give examples.

Ask students if they have ever been bullied by anyone. How did it make you feel? If you have been bullied, would you want anyone else to experience the same feelings that you did?

## ACTIVITIES



### ONE—LANGUAGE ARTS

Ask students for examples of how they have effectively dealt with bullying situations. Write appropriate suggestions on the board (do not include responses which suggest physical aggression or bullying the bully). Tell students that sometimes the person being bullied does not know how to defend themselves, but there are several ways to deal with bullying.

- Be assertive—Look the bully in the eye, stand tall, stay calm and respond without being confrontational.
- Walk away—Choose to say nothing at all and simply walk away.
- Seek help—Tell an adult at home, a friend, a teacher or other trusted adult.

Tell students that they may choose one or a combination of these techniques to deal with a bully. However, explain to students that if they find themselves in a situation in which they are being threatened or are in danger, they should not respond assertively. The most effective technique in a threatening situation would be to tell a trusted adult.

Read the following situation to the students and have a volunteer explain what technique(s) they would use to deal with the bully.

“A boy in your class calls you *egghead* every day.”



## TWO—DRAMATIC ARTS

Emphasize to students that they may find themselves a bystander, or a witness to a bullying situation, or a friend may become a victim of bullying. Write the following on the board and discuss with students:

If you see a person being bullied, you are a bystander. Some things you can do to help are:

- Never watch or laugh at bullying
- Join with others to tell the bully to stop
- Help the victim get away
- Tell a trusted adult

If someone tells you that they are a victim of bullying, you can be a friend by:

- Spending time with that person, include the victim in activities
- Talking with the victim about the situation using good listening skills
- Advise the victim to tell a parent, teacher or other trusted adult like the school nurse or guidance counselor
- Check in to show your support and encouragement

Divide students into small groups and give each group one of the scenarios from the *Scenarios Handout* activity sheet to develop a role-play illustrating one way for the victim to deal with the bullying behavior and one way for a bystander to help the victim. Remind students that assertive behavior is clear and positive, not aggressive or threatening. Reinforce that assertive behavior can include walking away and seeking help from a trusted adult. Students should begin their role-plays by identifying the type of bullying described in the scenario and act out their assertive responses for the class. (Do not have students role-play the bullying behavior, only the assertive responses.) Help students compare and contrast the different ways that groups dealt with the situations.

# WRAP UP

1. Name two kinds of bullying behaviors.
2. What does it mean to be assertive with bullies?
3. What can you do if you see someone being mistreated or bullied?



## LESSON BOOSTER

**Materials:** Poster board, Pencils, Markers or crayons

Divide students into small groups. Give each small group a piece of poster board and art supplies. Have each group create a poster using graphics and words to promote ways for bystanders to respond assertively to bullying behaviors. Tell groups to include the types of bullying behaviors and appropriate assertive responses on their posters. When complete, have groups share their posters with the class and display in the school to educate other students about the responsibilities of a bystander.



## SCENARIOS HANDOUT

**1** SCENARIO

Shania always cuts ahead of Betsy in the lunch line. Now she is bringing her friends with her. Shania says if Betsy does not let her cut in line, she will tell everyone that Betsy is lame.

**2** SCENARIO

Wes and Joey take the ball away from David at recess every day and dare him to tell or they will “take care of him” after school.

**3** SCENARIO

Ezra and Allen see two classmates crowding and shoving Oliver in the bathroom.

**4** SCENARIO

Sharon and Vicki used to be close friends. Now whenever Vicki walks up to Sharon and the other girls, Sharon leads the group away and tells them not to play with Vicki.