

# Bully Blocker



## 3 Cs

I care about myself.

I care about you.



I care about my community.

### Help students to understand and invite them to state clearly:

I have a right to be in an environment where I feel safe.

I have a responsibility to treat others with kindness.

Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

## Preparation

### Copies

Home Connection (see page 20)

### Materials

Two or more balled-up pieces of paper. Wrap masking tape around the paper to hold the shape. A soft ball could also be used.

"Block-A-Bully" video (included on the Prevention Dimensions Foundation CD)

### Music

"Take a Stand" from the CD *Take a Stand* (see page 107)

"The Heat is On" from the CD *Be a Builder* (see page 109)

## Vocabulary

bully  
bullying

vulnerable  
bodyguard

## Lesson at a Glance

### Introduction

1. *Block-a-Bully* video

### Strategy

2. Bodyguard Game

### Conclusion

3. *Block-a-Bully* Review
4. *Block-a-Bully* Follow-Up

### Home Connection

5. Being a Bodyguard

## Core Curriculum Objectives and Standards

### Objectives

Recognize why acceptance of self and others is important for the development of positive attitudes.

Explore how relationships can contribute to self-worth.

Demonstrate qualities that help form healthy interpersonal relationships.

Develop vocabulary that shows respect for self and others.

### Standards

Standard 1: Improve mental health and manage stress.

Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.

Standard 3: The students will understand and respect self and others related to human development and relationships.

Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

## Introduction

Video

Time: 4:31

Optional Art

### Tie in the 3 Cs

I care about me.

I care about you.

I care about my community.

Ask

## Strategy

Prepare and Play

Instructions

Ask

## 1. Block-a-Bully Download

Show the *Block-a-Bully* video available to download for free through iTunes. Go to the iTunes store and search for “Utah Electronic High School Block a Bully.”

First pose the statements featured in the video and have students create their own illustrations.

Some teachers assign this to tables and use the art to create a bulletin board.

- Bullying is behavior that is intended to cause harm or distress.
- Behavior that exists in a relationship in which there is an imbalance of power.
- This behavior may be repeated over time.
- Bullying can come from a boy or a girl or a group.
- Bullies can use mean words.
- Bullies can be physical.
- Bullying can be leaving someone out.
- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else’s body, feelings, or possessions.
- What is one thing you learned about bullies that you didn’t know before?
- What are some things that cause distress or injury in the classroom and/or on the playground?  
throwing spit wads; laughing at a person because he/she couldn’t hit the ball; stealing a pencil; laughing at someone’s grade; writing a name on the restroom wall; picking on a vulnerable student; kicking a vending machine; leaving garbage on the playground; bullying; teasing
- What questions do you have about bullying?

## 2. Bodyguard

With one soft ball or balled-up piece of paper, play the game “Bodyguard.”

- Form circles of 10–15 students.
- Two students stand in the middle of the circle.
- One is labeled “B.” The other is labeled “V.” “B” is designated the protector or bodyguard of “V” or “victim.”
- The students in the circle throw one soft ball or balled up piece of paper and attempt to hit the student being guarded.
- Only hits below the elbow count.
- “B” attempts to protect “V” from all contact with the ball.
- The person who throws the ball and hits “V” becomes the new “V” and old “V” becomes the new bodyguard. The “B” person joins the circle.
- Play until all members of the circle have had a chance to be in the middle.
- During the game, what did you learn about the traits of a bodyguard?
- How is a bodyguard like the mediator who helps us take care of our rocks?



**“What” Questions**

- What makes an effective bodyguard?
- How did the bodyguard protect the special person?
- What was it like being a bodyguard?
- What was it like being a special person?
- What did the bodyguard give up to offer protection?
- How did the special person assist in his/her own protection?

**“So What” Questions**

- Whom do we protect?
- Why do people try to pick on or bully others?
- What do we protect?
- How do we become bodyguards for ourselves? Others? The environment?
- How would it be easier if there were more than one bodyguard?
- How can we work together to protect each other?
- How do the 3 Cs tie into this discussion?

**Tie in the 3 Cs**

I care about me.  
I care about you.  
I care about my community.

**Discussion**

Another word for body guard is “ally.”

An ally is

- someone who sticks up for you.
- takes a stand against bullying
- helps you when you need it most.

**“Now What?” Questions**

- What will you do the next time you see someone who needs a bodyguard or ally?
- What will you do with your fear?
- How will we all work together to protect ourselves, each other, and the environment?

**Conclusion****3. Block-a-Bully Review****Video**

Watch the *Block-a-Bully* video again.

**Art**

- Have each student draw himself or herself into the given situation as a bodyguard.
- This can be done in students’ individual drawings or as a whole-class activity.
- Encourage the students to use captions or thought bubbles in their drawings that explain their role as a bodyguard.
- Make a bulletin board of the artwork.

**4. Block-a-Bully Follow-Up****Report**

- Have students report how they have been a bodyguard or how they have been protected.
- Recognize students throughout the year who have acted as bodyguards to themselves, others, or the environment.

**Home Connection****Prepare****5. Being a Bodyguard**

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.





# Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. We discussed safe ways to be a bodyguard to someone who is being bullied. Tell me about a time when someone helped you by being a bodyguard, or when you were a bodyguard for someone else who was being bullied. How old were you? What happened? What helped? What do you wish you would have done differently?

Thanks! You're the best!



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# Conexión en el Hogar

Querida familia,

Hoy, aprendí que tengo el derecho de vivir en un ambiente en el cual me sienta seguro (a). Nosotros hablamos acerca de formas apropiadas en las cuales yo puedo ser el guardaespaldas de alguien que está siendo molestado. Comparte conmigo alguna ocasión en la que alguien te haya ayudado siendo tu guardaespaldas, o en la que tu hayas sido el guardaespaldas de alguien más que estaba siendo molestado. ¿Cuántos años tenías? ¿Qué pasó? ¿Qué fue lo que ayudó a resolver el problema? ¿Qué hubieras deseado hacer diferente?

¡Gracias! ¡Ustedes son los mejores!



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