

# Bully Blockers



## 3 Cs

- I care about myself.
- I care about others.
- 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.

Teacher Notes

## Preparation

### Copies

Home Connection (see page 25)

### Materials

- "Block-a-Bully," available from iTunes Educational Library, or use the video provided on the Prevention Dimensions CD
- Five Steps for Sending Assertive Messages (see page 28)

## Vocabulary

bully	ally	bystander
target	assertive messages	

## Lesson at a Glance

Note: This lesson extensively quotes from [www.operationrespect.org](http://www.operationrespect.org), *Don't Laugh at Me: Teacher's Guide Grades 6-8*, (2000) "Be a Bullying Buster" pp. 65-68.

### Introduction

1. *Block-a-Bully* (Download or use the Block-a-Bully video on the Prevention Dimensions CD)

### Strategy

2. Ally, Target, Bystander
3. Assertive "I" Messages
4. The Bullying Blocker Machine

### Conclusion

5. Block-a-Bully Becomes Be-a-Buddy

### Home Connection

6. Ally, Target, or Bystander

## Core Curriculum Objectives and Standards

### Objectives

Develop vocabulary that shows respect for self and others.

### Standards

Standard 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

## Introduction

Ask and Say

Video

Time 4:31

Ask

Video Statements

Talking Points

### Tie in the 3 Cs

I care about me.  
I care about others.  
I care about my community.

Focus

## Strategies

Prepare

Instructions

Ask

### 1. *Block-a-Bully*

- What behavior do you think is bullying?
- Raise your hand if you have seen someone being bullied or have been bullied yourself.
- Show the *Block-a-Bully* video available to download for free through iTunes. Go to the iTunes store at itunes.com and download the iTunes software for free. Search for “Utah Electronic High School Block a Bully.” Click on “Get.” Once it has downloaded, you will find it in your library under “iTunes U.”
- Encourage students to take notes during the video.
- What did you learn about bullying that you didn’t know before?
- Now raise your hand if you have seen someone being bullied or have been bullied yourself.
- Encourage students to recall the statements from the video.
- 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.
- Point out that everyone in this room will or already has at some time found themselves in a situation where they are either a target of bullying (the person being bullied) or a bystander (someone who witnesses the bullying).
- When we witness a situation in which an individual or a group is targeted, we can make a choice to be a bystander (someone who doesn’t say or do anything to change the situation), or we can choose to be an ally (someone who works with and acts in support of a targeted person or group).
- Write on the board and define “ally,” “bystander,” “target,” and “bully.”
- 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.

Today we’re going to learn:

- How to be an ally when you see someone being bullied.
- How to stand up for yourself if you’re bullied.

### 2. **Ally, Target, Bystander**

- Create groups of three.
- Copy, cut, and distribute one set of cards that say ally, bystander and target to each group (see page 27).

Give each student one minute to tell about a time when he or she was an ally, a target or a bystander (the role assigned by his or her card).

- What did it feel like to be the target?
- What did it feel like to be the bystander?
- What did it feel like to be the ally?



Prepare	<p><b>3. Assertive “I” Messages</b></p> <p>Have chart paper with two columns: ideas that mean confronting the bully and ideas that do not.</p>
Brainstorm	<p>Tell me things you can do when you or someone else is being hurt or bullied.</p> <p>Explain that you are looking for ideas that are nonviolent. Explore with students why a violent response would be a bad choice.</p>
Ideas to Incorporate	<p>Doesn't Involve Confrontation:</p> <ul style="list-style-type: none"> <li>• Refuse to join in.</li> <li>• Report bullying you know about or see to an adult.</li> <li>• Be a friend to the person who has been bullied by showing him you care about him: put an arm around him, give him a put-up, etc.</li> </ul> <p>Does Involve Confrontation:</p> <ul style="list-style-type: none"> <li>• Invite the person being hurt to join your group. Then ask the person who was bullied if it's okay to have the bully join your group if the bully apologizes.</li> <li>• Speak out using an “I” message. Say, “I don't like it when you treat him like that.” “I want you to stop calling him that name.” “I wouldn't want someone to say that to/about me.”</li> <li>• Distract the bully with a joke or something else so he/she stops the behavior.</li> <li>• Share your perspective. Say, “That sounds like an assumption to me...”</li> <li>• Provide accurate information. “Here's what I know about (the situation/person)...”</li> </ul> <p>One important rule is that if students see someone being hurt physically or see an interaction that might escalate into physical violence, they should not confront the bully. Rather, they should quickly go and get help from an adult. Discuss with students signs that might indicate such a physical threat.</p>
	<p><b>4. The Bully Blocker Machine</b></p>
Talking Points	<ul style="list-style-type: none"> <li>• It takes practice and courage to know how to act strong without being mean when you or someone you know is being bullied.</li> <li>• Sometimes an “assertive” response is required.</li> <li>• Assertive is defined as “strong and direct, but not mean or hurtful.”</li> </ul>
Bully Blocker Machine	<ul style="list-style-type: none"> <li>• Students form two lines facing each other about three feet apart.</li> <li>• Students imagine they have switches on their arms.</li> <li>• When you touch the arm switch, they give an assertive (strong but not mean) message to the bully.</li> <li>• The teacher walks down the aisle pretending to be the bully.</li> <li>• Recite a scenario from the ones listed below, or, if you are comfortable role-playing, act out the scenario.</li> <li>• Choose a student randomly and, after turning on the pretend arm switch, have him or her tell you a strong Bully Blocker response.</li> <li>• Practice with several students before moving on to another scenario.</li> </ul>
Sample Scenarios	<ul style="list-style-type: none"> <li>• Someone calls you a bad name. (Possible Bullying Blocker machine response: “I feel hurt and angry when you call me that name. Please don't do that.”)</li> <li>• Someone tells you to do something you don't want to do.</li> <li>• Someone is calling someone else a bad name.</li> <li>• Someone is making fun of someone else because she is blind.</li> <li>• Someone wants you to call someone else a bad name.</li> <li>• Someone tells you you can't sit with him/her at lunch.</li> </ul>

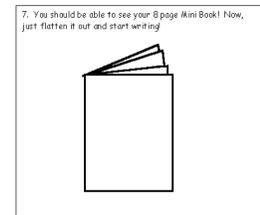
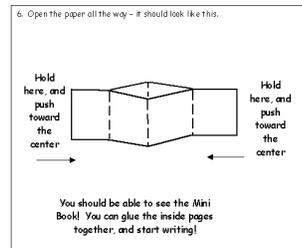
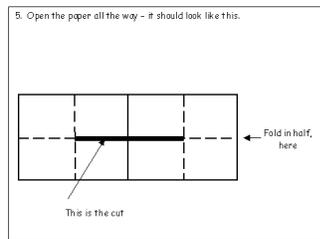
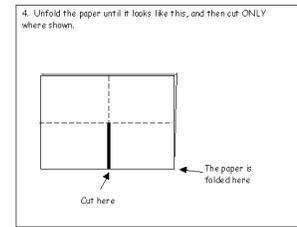
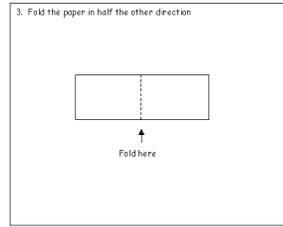
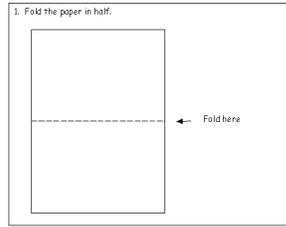


# Conclusion

## Prepare

## 5. Block-a-Bully Becomes Be-a-Buddy

- Have students create his or her own “Be-a-Buddy” booklet.
- There are many book designs and many ways to make a book.
- These directions are an example from <http://library.thinkquest.org/J001156/makingbooks/minibook/index.htm>.
- Have students create a “Block-a-Bully Becomes Be-a-Buddy” cover for their booklets.



## Video

Rewatch the *Block-a-Bully* video and pause after each statement.

## Buddy Books

Have students use each page of the booklet to define and draw what a buddy does, replacing the word “bully” used in the video.

Use the following statements to begin each page.

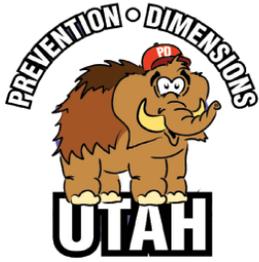
Page 1	Title – Be a Buddy, Block a Bully
Page 2	Being a buddy is _____
Page 3	Buddy behavior can cause _____
Page 4	Buddies exist where there is _____
Page 5	Buddies repeat _____ over time.
Page 6	Buddies can be _____ or _____.
Page 7	Buddies can be in a _____.
Page 8	Buddies can use _____ words.

## 6. Ally, Target, or Bystander

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.



## Home Connection Prepare

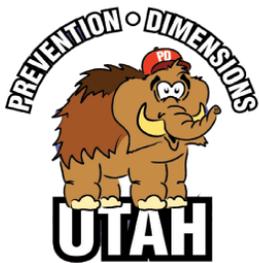


# Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. Tell me about a time when you were an ally, a bystander, or a target of a bully. How old were you? What happened? What helped? What do you wish you would have done differently?

Thanks! You're the best!



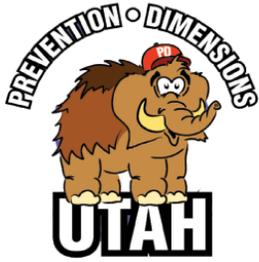
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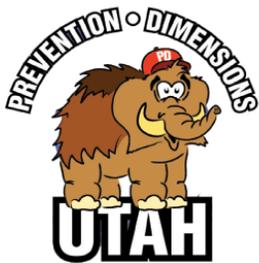


# Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de estar en un ambiente en el cual yo me sienta seguro (a). Dime acerca de alguna vez en la que tu fuiste un aliado, un testigo, o un objetivo de algún rufian (alguien que te moleste). ¿Qué edad tenías?, ¿Qué pasó?, ¿Qué piensas que pudiste haber hecho diferente?

¡Muchas gracias! ¡Tu eres el mejor!



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¡Muchas gracias! ¡Tu eres el mejor!



Ally

Ally

Bystander

Bystander

Target

Target

Ally

Ally

Bystander

Bystander

Target

Target

# Five Steps For Sending Assertive Messages

**Prepare** the “I” message. Think about it ahead of time. Talk about it with another person. It may be a good idea to practice saying it.

**Give** the message to the person. Use body language and a tone of voice that reinforces the message.

**Wait** a moment or two. The other person may not respond immediately. When the response comes, it may be defensive—the other person may offer excuses, attack, or withdraw.

**Listen** actively to the response, paraphrasing what the other person is saying and reflecting feelings. Ask questions that encourage the other person to look for a solution. Restate the problem and ask, “What do you think would be fair? What can we both do now?”

**Look** for a solution that meets both of your needs.

Note: Depending on how the other person responds, you may need to go through the steps above several times before reaching a solution.