

Aligning a Toolkit of Bully-Prevention Activities with Common Core Standards

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Handouts of Activities and Resources for Participants

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Included in this packet:

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Community Circle
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Stop to Listen
Joking the Right Way
What is Bullying and What is Just Plain Rude? 2 pages
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Sample Template
Bully-Prevention Resources

Bully-Prevention Activity

Time: _____20_____ Minutes

Recommended Level: _____PK-4 ____x____5-8+

Name of Activity: **Bully Task Force**

Common Core Standard(s): E/La descriptive writing; Math: graphing and averaging; classifying

Purpose(s):

To help students recognize bullying and the places it happens

To help students observe how other students cope with poor manners and bullying

Discussion:

Brainstorm the many places bullying may happen: cafeteria, hallways, restrooms, sidewalk, on the bus, waiting for the bus, in the neighborhood, on neighbors' front porches, in the classroom, in related arts, in P.E.,

Activity:

Students fold a sheet of paper into fourths and label the top of each section with the places they want to observe for a designated time period. They make a note in the section each time they see an incident that needs to be reported. They need to note if what they are seeing is just bad manners or bullying. They also need to record the reaction of the student being targeted. After the designated time period, students report back their results while someone charts the results so the Task Force can get an idea of where and what is happening. Graphing can be done to show the number of incidents in each place. The results for each place can also be averaged to find the average number of people being bullied in each place.

Follow-Up Activities/Discussion:

Make the students aware that this is giving them a general idea and is not true research as there are many variables. However, it will spark interest and discussion. Members of the Task Force may change topics for more reporting. Encourage the task force to think of ways to keep their work going, such as develop a skit or presentation to other classes.

Bully-Prevention Activity

Time: 10 to 40 minutes

Recommended Level: x PK-4 x 5-8+

Name of Activity: Community Circle

Common Core Standard(s): E/La public speaking and thought organization

Purpose(s):

To encourage students to verbalize what they are feeling and seeing

To share ideas in a low-stress group situation that fosters organization and a sense of belonging with peers

Discussion:

Students get into a circle—either on the floor or by moving their chairs. There should be no desk barriers.

Activity:

The adult begins by explaining the rules.

- Each person listens attentively and uses proper body language when others are speaking.
- No foul language or names of specific persons can be used.
- Each person has the option to pass instead of giving an answer.
- At the end of each “round,” the passers have the opportunity to take their turn.

Round 1: Each person states his/her name.

Round 2: Each person tells a favorite color.

Round 3: Each person tells a bad name they have heard someone called.

Round 4: Each person tells a “trigger” name he/she has been called and why it caused hurt feelings.

Round 5: Each person offers a solution to the name-calling.

Follow-Up Activities/Discussion: There can be a variety of spin-off rounds. Students will be able to offer ideas of topics. The important part is to be non-judgmental and to make sure the students accept others’ ideas in a positive way.

Bully-Prevention Activity

Time: 30 Minutes

Recommended Level: x PK-4 x 5-8+

Name of Activity: Bully-Worry Pots

Common Core Standard(s): E/La: verbal expression and understanding of word meanings and usage; Math: identifying and using geometrical shapes

Purpose(s):

To help children to put into words the challenges they have with name-calling and taunting

Discussion:

Talk with the children about the name-calling and taunting that takes place.

Discuss the difference between name-calling and taunting.

- Name-calling can be a result of poor manners or habit. One person calls another person a name that is hurtful. It may not even make any sense as when a student calls a smart student “stupid.”
- Taunting is using words that obviously upset the targeted child. If a student gets upset when someone calls a name and keeps saying it to see the upset child get even more upset, that is taunting. Repeated taunting is bullying.

Help students realize they can “store” away their concerns until there is a safe place and a responsible person with whom to discuss the worry in the pot.

Activity:

Use modeling clay or Play-Doh to make pots. Write key words of a name-calling or taunting event on a small piece of paper. Keep this in the pot until it can be discussed with someone who will listen and/or help with coping skills. An open paper clip can be used as a stylus to etch designs on the outside of the pot and/or to write the student’s name on the bottom. Geometric shapes may be used to illustrate the use of math in art.

Follow-Up Activities/Discussion:

Have students look in their pots at a later date to see if the name-calling and taunting are still a problem. If so, help them identify who to go to for help. It may be possible to have a class or small group discussion to work on handling the continuing name-calling and/or taunting. This also helps students see the difference in repeated behavior that can be classified as bullying versus being called a meaningless, silly name that is just part of someone’s poor manners.

Bully-Prevention Activity

Time: 30 Minutes

Recommended Level: x PK-4 5-8+

Name of Activity: Sum-of-Parts Mosaic

Common Core Standard(s): E/La, Math: Compare and contrast the positive traits to the negative traits; make ratios of different colors of mosaic pieces; use triangles, circles, ovals, etc. to make parts of the animal background

Purpose(s):

To help children recognize the many parts of their behavior that make up their personalities and that if too many characteristics are negative, the resulting personality will not be ideal.

Discussion:

Have a group discussion and make two visible columns of

- Good (positive) personality traits
Suggestions of good ones: tolerant, cooperative, kind, funny, friendly, quiet, helpful, patient, cautious, assertive, organized
- Personality traits that need improvement
Suggestions of ones that need improvement: aggressive, untruthful, too careful, shy, boring, lazy, impatient, irresponsible, loud, intolerant, show-off, bossy, disruptive, disloyal

Activity:

Children make a simple mosaic by drawing an outline of an animal that has a personality similar to theirs. Write the personality trait(s) to be changed on the back. Write some of the good traits on the front side. Use small squares of different colored paper to create a design on the animal, covering up the trait(s) needing change. Even though the negative traits are covered up, the child will know what they are. Cutting out the animal by using the line on the side without the little papers will result in a neat-looking mosaic. Do NOT have the children cut out the animal before the little squares are glued on the back side!

Follow-Up Activities/Discussion:

Use the mosaics as a guide to work on the skills each child needs in the future. Periodically check with the children to find out if they are making progress on addressing the areas of their behavior that need improvement.

Bully-Prevention Activity—2 pages

Time: 30 Minutes

Recommended Level: _____PK-4 x 5-8+

Name of Activity: Match the Bully with the Act

Common Core Standard(s): E/La reading, categorizing, identifying and summarizing topics

Purpose(s):

Help students identify types of bullies so they will recognize what is happening when they feel threatened. Knowledge is power, and it is important for all children to understand the behaviors that are making them upset.

Discussion:

Have a short discussion about the types of bullies: verbal, physical, reactive, relational, and cyber.

- Verbal bullies say mean things to upset someone.
- Physical bullies are the easiest to catch because they create a ruckus by kicking, hitting, punching, and pulling out chairs from under people.
- Reactive bullies are bullied and then to bully because they are mad about being bullied.
- Relational bullies leave kids out of playing, eating together, and parties to make the targeted child feel bad. They may set up other kids to be embarrassed.
- Cyber-bullies use electronic/social media to humiliate and embarrass others.

Activity:

Use the worksheet on the other side as a pre-activity to discussion or after-activity to sum up the discussion.

Follow-Up Activities/Discussion:

Reinforce the information in this lesson in future discussions. A discussion about the types of bullies can be very insightful and deep. When students report an incident, help them put it in one of the categories so they can begin to recognize what they are seeing and experiencing. Solutions to the incidents can be discussed thoroughly once the students have learned to observe and categorize the types of bullying. Most of the “Match the Bully with the Act” paper needs follow-up discussion as students’ opinions will differ.

MATCH THE BULLY WITH THE ACT

Put the correct number of the type of bullying happening in each situation.

Not Bullying=0
Reactive Bully=3

Verbal Bully=1
Relational Bully=4

Physical Bully=2
Cyber-Bully=5

- A. ____ Anna walks into the cafeteria, and Zandria tells her the chairs at her table are all taken even though there are unoccupied places to sit.
- B. ____ Every time Jason goes up to sharpen his pencil during math class, Darin puts his foot out just in time to cause Jason to stumble. Jason gets mad one day and stabs Darin's arm with the sharpened pencil.
- C. ____ Tenisha is in resource classes for a reading disability. At least two or three times per week when she is on her way to check in with her teacher, Davion calls her "stupid." He knows she gets upset at this. It makes her feel bad the rest of the day.
- D. ____ When Sara got home from school, she checked Facebook and saw a posting by Bonnie. It said "Sara got in trouble today for cheating on a test and had to stay in with the teacher." Actually, Sara was talking to the teacher after class about an art project, but now she is embarrassed because everyone will think she was cheating. Bonnie often reports things about Sara that are embarrassing.
- E. ____ Celandia passes by this same kid every day. She does not even know him. He says "dumb-dumb" each time he goes by her He does this to lots of kids.
- F. ____ Kyler ran out to the soccer field, excited that it was finally time to use the kick he had been practicing. When he arrived, the self-appointed captain and chooser of the team's players told him he "sucked" at soccer and couldn't play on his team. The other captain said "no way," too. Kyler began to cry.
- G. ____ Some of the girls in the 7th grade roll their eyes every time Kristin enters the cafeteria.
- H. ____ Courtney's mother told her she could invite two friends to a sleepover at her house on Saturday night. She invited two of her friends in the hallway while another of her friends was standing nearby. She held her cupped hand over her mouth and kept her eye on the friend she was not inviting. Her mother had reminded her to call her 2 selected friends instead of inviting them while at school because she had done this last year, and the uninvited friend's feelings had been hurt.

Bully-Prevention Activity

Time: 3 Minutes

Recommended Level: x PK-4 x 5-8+

Name of Activity: Stop to Listen

Common Core Standard(s): E/La: Listening and recognizing cues; following steps; creative writing

Purpose(s):

To transition students away from discussion to listening

Discussion:

It is important for us to be ready to move efficiently from one activity to another or from activity to discussion.

Activity: Teach students a rhyme or chant they can recognize so when it is time to get their attention you are reinforcing “bully-proof” talk and having fun.

Try this: Teacher says, “Bullies, bullies, everywhere.”

Students join in for second part, “I can hear them; I don’t care!”

Have the students stand up when they say their part as that will give them some movement and help them continue with discussions quietly. When they stand, they should use this formula for practice at looking confident:

1. Stand tall.
2. Pull the shoulders back.
3. Smile

Follow-Up Activities/Discussion: After students learn and respond to this cue, have them write some “chants to be submitted for possible use in the classroom.

Bully-Prevention Activity

Time: 20 Minutes

Recommended Level: x PK-4 x 5-8+

Name of Activity: Joking—the Right Way

Common Core Standard(s): Reading and speaking; recognizing word-play and meanings

Purpose(s):

To provide and teach replacement behavior to current bullying behavior that may be the result of wanting attention through disruptive and/or taunting behavior.

Discussion:

Discuss that kids do not really like kids who name-call, taunt, and disrupt to get attention or to bother others. Knowing some good—and decent—jokes is a better way to get the attention of others without being offensive.

Anyone can say mean and rude things to others. Talented people know how to entertain and get a laugh through good humor. However, learning a few good jokes and being able to tell them effectively requires practice. No everyone can do it so that is the magic of it.

Activity:

Let the student choose a joke. A few examples are on this page. Help the student practice it, using good diction and inflection. It may help to arrange for the student to tell the joke to a younger child, siblings, a parent, or other teachers before the student launches the new talent to peers.

What animals need oiling?

Mice, because they squeak.

Why do elephants have trunks?

They would look silly carrying suitcases.

How does an elephant get out of a small car?

The same way he got in.

Why do rats have long tails?

They can't remember short stories.

Why don't many elephants go to college?

Because very few graduate from high school.

How do you paint a rabbit purple?

With purple *hare* spray!

Why are elephants all wrinkled?

Because they are too big to put on an ironing board.

Why did the dog have to go to court?

He got a *barking* ticket.

Follow-Up Activities/Discussion: Teach jokes to kids who see themselves as victims, too.

Knowing some jokes and when to tell them increases competence and confidence—necessary for victims to have if they are to overcome their defenselessness.

Bully Prevention Activity—2 pages

Time: 30 Minutes

Recommended Level: x PK-4 x 5-8+

Name of Activity: What is Bullying and What is Just Plain Rude?

Common Core Standard(s): E/La reading and classifying; looking for clues in text

Purpose(s):

To help students recognize the difference between real bullying as repeated, ongoing behavior that causes someone to be hurt versus behavior that is just mean or rude.

Discussion:

Bullying is repeated and on-going behavior that is deliberately mean and is intended to cause hurt and/or embarrassment. The hurtful behavior may include taunts, exclusion, physical hurts, gossip and rumors. Sometimes the hurtful behavior is to intentionally set up the victim to look foolish. A specific person is targeted and tormented. Rude and mean behavior is often random and a result of bad habits or behavior learned from others.

Students often report they were just “playing around” when approached about bullying behavior. They need to understand that behavior is only “playful” if all parties agree it is fun. This leads to a discussion the different perceptions we all have and of tolerance for the views others have. These perceptions or views of manners may be cultural.

Activity:

Written activity that helps students sort through the differences between repeated bullying behavior and poor manners and rudeness. See next page for activity.

Discuss the answers later. There will be different interpretations that need to be discussed. Part of the problem with bullying is that people have different perceptions about what is mean and what is “playing around.”

Follow-Up Activities/Discussion: Have students make up their own worksheets and trade them with others. The teacher needs to check them for appropriateness before re-distributing the student-made worksheets.

WHAT IS BULLYING AND WHAT IS JUST PLAIN RUDE?

Mark your answer:

B=Bullying

R=Rude

_____ Eye-rolling

_____ Pretending to be someone else on the Internet and posting information that is embarrassing about the person you are pretending to be

_____ Never allowing Andrew to be on your team at recess because he is not a skillful player

_____ Using the loser sign every time Tina enters the cafeteria

_____ Blurting out “stupid” once in a while

_____ Calling the Carmen stupid over and over when you know it upsets her

_____ Pulling out a chair when someone returns to their seat

_____ Making sure a girl in your class is left out every chance there is

_____ Knocking the books out of Lee’s arms and then laughing

_____ Spreading a rumor that Blake got an F on an important science test

_____ Posting a picture of Joanna on the Internet showing her looking at her worst

_____ Posting messages on Facebook every day, saying “You are so ugly, and I wish you would move away. No one likes you in this school.”

_____ Being tripped by Kyle’s foot

_____ Not being asked to sit at a cafeteria table that is already full

_____ Being told you will be jumped after school if you don’t give up your lunch money

_____ Barrie tells you she will let you go with her and her friends to the dance Friday night if you will send a note telling the history teacher she is mean and should be fired.

_____ Making fun of Loren because he wears the same old clothes almost every day. The clothes are clean, but it’s fun to see him get mad about it.

_____ Jennifer tells Erin she cannot hang out with her and her group because she just doesn’t fit in with them because she isn’t cute enough.

Bully-Prevention Activity

Time: _____ Minutes

Recommended Level: x PK-4 5-8+

Name of Activity: Put-Ups and Put-Downs

Common Core Standard(s): Speaking, listening, classifying, charting

Purpose(s): To address name-calling in the classroom

Discussion: Discuss that certain names or phrases are classified as Put-Ups or Put-Downs. IN turn, these have an effect on classmates' feelings and reaction.

Activity:

1. Mark a sheet of large chart paper with two columns showing the headings: Put-Ups and Put-Downs.
2. Pre-write some Put-Ups and Put-Downs on a beach ball.

Suggestions:

You're mean	Good job	Stop it now	cool outfit
That's ugly	Nice haircut	Good soccer player	Loser
Zit kid	Fatso	Skinny Ninny	Great test score
Sit here with me	You're helpful	Stay away	Go home

3. Toss the beach ball to various students and where their thumbs land, they recite the phrase. Decide as a group which category the phrase falls into, and have a "recorder" write the phrase in the column.

Follow-Up Activities/Discussion:

Continue to add to the list as students observe things being said.

Bully-Prevention Activity

Time: 10 Minutes

Recommended Level: PK-4

 x 5-8+

Name of Activity: There's No Erasing What You've Done

Common Core Standard(s): Collaborative discussions, teacher-led discussions, building on others' ideas

Purpose(s):

To demonstrate for students that online postings have a long-term impact

Supplies: 3 x 3 paper square, scrap paper, sharp pencil and eraser for each student

Activity:

1. Students rub the graphite from the pencil on the scrap piece of paper to form a circle that their finger tip can fit inside.
2. Instruct the students to rub their finger in the graphite until the end of the finger is coated.
3. Students put their fingerprints on the 3 x 3 sheet of paper.
4. Students examine their fingerprints.

Discussion:

- Ask students what comes to mind about the fingerprints. What connections do they make with fingerprints?
- Possible responses: Police dust fingerprints to find a culprit. Each fingerprint is unique. Behind each print there is a person just as behind avatars and usernames, there is a person with feelings.
- As with a fingerprint, each post made to the web is like a digital fingerprint that can be traced back to the owner.

Ask the students to erase their fingerprints so they cannot be seen. They will not be able to erase all traces of the graphite. At this point, there can be a discussion about how every post on the web leaves a mark even after it is erased. Emphasize that messages sent out over the Internet can spread instantly to networks of people and that it can be impossible to take them back once they are posted.

Follow-Up Activities/Discussion: Students can sum up their understanding of the fingerprint activity by writing a message with a logo for a PSA or for a poster.

SAMPLE TEMPLATE—Keep it simple for editing.

(Times New Roman 12-font; may use front and back of one sheet)

Time: _____ Minutes

Recommended Level: _____PK-4 _____5-8

Bully-Prevention Activity Name: _____

Common Core Standard(s): _____

Purpose(s):

Discussion:

Activity:

Follow-Up Activities/Discussion:

Bully-Prevention Resource List

Websites

www.stopbullyingnow.hrsa.gov
www.samhsa.gov
www.modelprograms.samhsa.gov
www.doe.in.us/bullying
www.nasponline.org
www.findyouthinfo.gov/topic
www.hazelden.org/olweus
www.practicalparen.org/Bullying
www.tolerance.org/activity/bullying-survey
www.pathwayscourses.samhsa.gov/bully
www.giverespect.org
www.staysafe.org
www.targetbully.com
www.findinfoyouth.gov
www.bullypolice.org/program
www.ncmec.org
www.cypressevansville.org
www.nonamecallingweek.org

Key words to search:

bullies, bullying,
resilience training,
competent children,
confident children, bully-
prevention, bully targets,
bullying victims,
bystanders, upstanders,
tolerance, diversity,
taunting, cliques, social
skills, school bullying

Some local Army
Recruitment Offices
and Veteran
Centers offer
excellent anti-
bullying programs.

Videos

Dateline NBC Episode: My Kid Would Never Bully—can be found on YouTube
Broken Toy
www.nonamecallingweek.org has some links.

Books – available from Amazon.com, BN.com, Barnes and Noble and other book stores

For adults:

The Bully Free Classroom	Allan L. Beane, Ph.D
Teaching Values – Reaching Kids	Linda Schwartz
Coping with Conflict	Diane Senn and Gwen Sitsch
Talk with Teens (about gossip and friendship)	Jean Peterson
Bullying is Not a Fact of Life	U.S. Dept. of Health and Human Services (available from www.samhsa.gov)
Bullying—What Parents Need to Know	Natl. Mental Health Assoc.— www.nmha.org
I Didn't Know I Was a Bully	Marco Products

For kids:

The Bully, the Bullies and the Bystander	Barbara Coloroso
Bullies Beware...Babaloo Bounces Back	Marcia Staser (Teaches a formula to use to stop taunting)
7 Habits of Highly Effective Teens	S. Covey (Teaches many skills)
Cliques, Phonies, & Other Baloney	Trevor Romain (Information about cliques and exclusion)
Stand Tall Molly Lou Melon	Patty Lovell (Story about how to stop bullying)
Nobody Knew What to Do	Becky McCain (Tells how bystanders and supervision can help)
Queen Bees and Wannabees	R. Wiseman (Information about cliques and exclusion)
Don't Laugh at Me	Seskin & Shamblin