

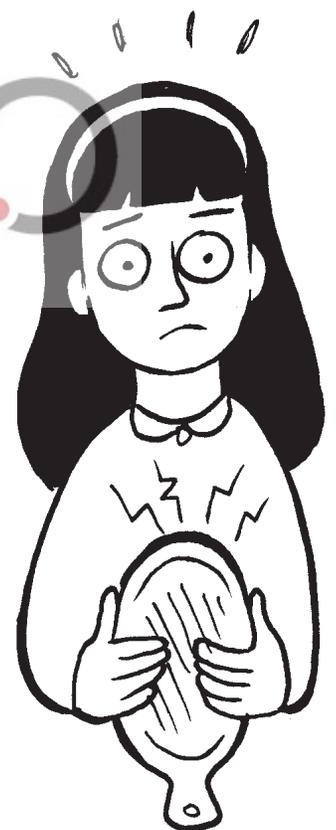
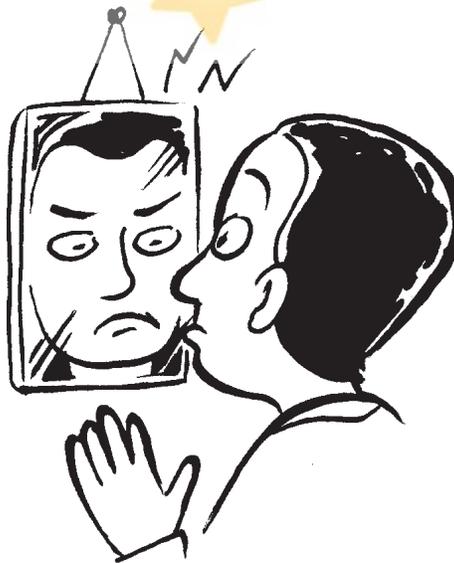
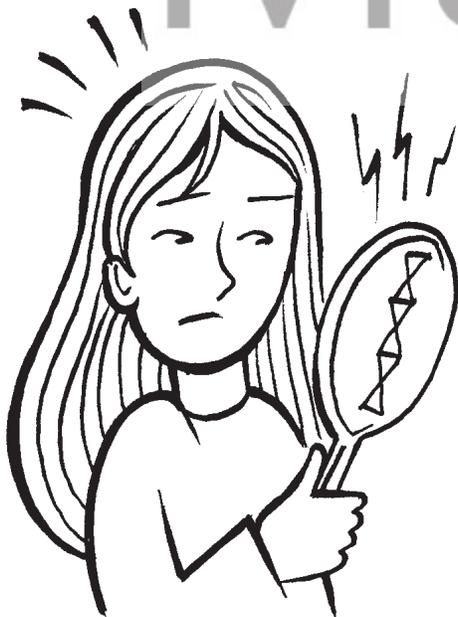
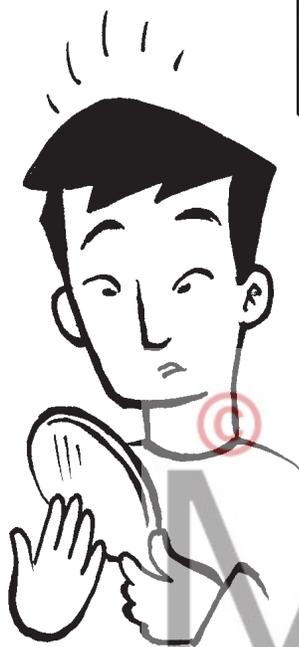
I Didn't Know I Was A BULLY

Six Literature-Based Lessons
On Bullying Behaviors

WRITTEN BY

Melissa Crawford Richards

ILLUSTRATED BY
JEFFREY ZWARTJES





DEDICATION

I dedicate this book to my family. Lance, you are the rock in my life and my best friend. Jarod and Jessica, you make my days shine. Your support and ideas have been a tremendous help.



I DIDN'T KNOW I WAS A BULLY

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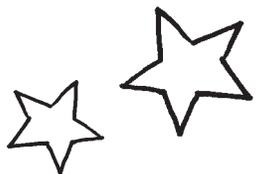
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BULLYING

Objective:

To present the topic of *bullying* and to teach the children to understand and identify bullying behaviors. Many people who are bullies do not realize they bully others. Once behaviors are identified, bullies can begin to change the way they act.

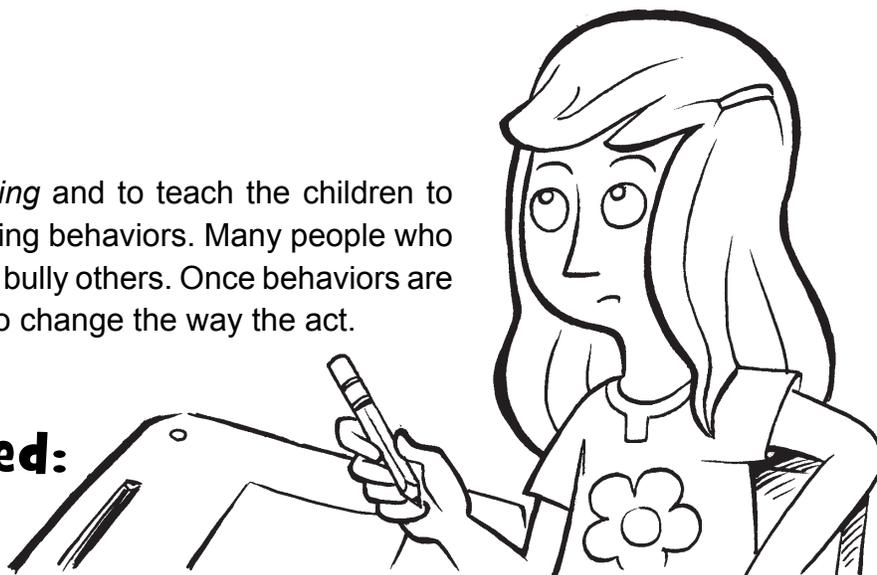
Materials Needed:

For the leader:

- Posterboard
- Marker
- Copy of *I Didn't Know I Was A Bully* (pages 11-32)
- Transparencies and overhead projector (optional)

For each student:

- Folder to hold worksheets for future reference and supplementary activity sheets
- Copy of *I Didn't Know I Was A Bully* (optional, pages 11-32)
- Copy of *Behavior Reflections* (page 38)
- Copy of selected supplementary activity sheets (optional, pages 95-110)
- Pencil
- Crayons or markers



Pre-Presentation Requirement:

Make a copy of *Behavior Reflections*, each chosen supplementary activity sheet, and *I Didn't Know I Was A Bully* (if being used) for each student.

Reproduce *I Didn't Know I Was A Bully* for the leader.

Using the marker, label the posterboard *Bullying Behavior List*.

Lesson:

Introduce the lesson by saying:

- ☞ **Today we are going to talk about bullying. Raise your hand if you are a bully.** (Allow time for the students to respond. Someone who raises his/her hand is probably trying to act silly and get attention. Acknowledge the person and ask what kind of bullying he/she does.)

Bullying is a bigger problem than most people realize. Let's take a few minutes to discuss bullying behaviors. Tell me what you think a person may do that makes him or her a bully. I will write your answers on our Bullying Behavior List.

Write the students' suggestions on the posterboard. Then say:

- ☞ **Most of the behaviors we listed are stereotypical bullying behaviors. Stereotypical refers to things we generally think of when we hear the word bully. In the next several weeks, we are going to learn about many more bullying behaviors that occur every day. We will learn that more of us are bullies than we might realize and we will learn how to change our bullying behaviors. People who are not bullies have lots of friends who truly care about them. They are fun to be around. Let's listen to a story that will help us understand what behaviors are not stereotypical bullying behaviors.**

Present *I Didn't Know I Was A Bully* to the students in one of the following ways:

1. Distribute a copy of *I Didn't Know I Was A Bully* to each student. Ask for volunteers to read one or two lines aloud. Select those students who volunteer and assign them their lines.
2. Read *I Didn't Know I Was A Bully* aloud to the students.
3. Distribute pages of *I Didn't Know I Was A Bully* to selected students and have each of them read one page. After collecting the pages, you may post them around the classroom or on a bulletin board as reminders. (You could also color the pictures to make them more visually appealing.)
4. Make transparencies of *I Didn't Know I Was A Bully*. Present the story using an overhead projector.

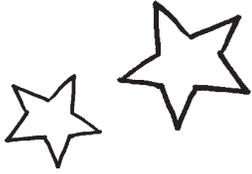
CHOOSING SIDES



Ten more minutes. Just ten more minutes until recess. Corey had waited for this time all day. He had listened to the teacher talk about the history of their state. He had completed his spelling worksheet and had taken his test on long division. In just a few minutes, it would be time. Time to show his moves on the court.

Every day at recess, Corey and his friends played basketball. There was only one basketball court and all the fifth graders knew who got to play on it. The teacher finally told the students to line up for recess. Corey was first in line. He was ready to burst with energy. As soon as the door opened, he was out like a flash. He had the ball in his hands and was ready to choose teams.

Corey almost always got to be captain of a team and was the first to choose a player. As he checked out the kids who wanted to be on teams, he noticed the new boy from the other class. Corey laughed out loud, then said, "Hey, loser, I don't think so. Go find some other losers to play with." His remark made the other kids laugh. Corey felt pretty good until he saw the look of embarrassment on the boy's face. Cory acted like what he had said didn't bother him, but it did. He had seen kids make fun of other kids and he knew everyone thought *those* kids were bullies. All he could think of during the game was, "I never knew I was a bully." What he had done bothered him so much that those basketball moves he couldn't wait to show off never came into play. He played the worst game he had ever played. When the teacher blew the whistle for the students to line up, Corey passed the new boy, but didn't have the nerve to look him in the eye.



BULLYING

Objective:

To review bullying behaviors covered in previous lessons, to define cyberbullying, and to help children understand what to do if they witness bullying.



Materials Needed:

For the leader:

- Bullying Behavior List* poster (from previous lesson)
- Copy of *The Cyberbully* (pages 57-58)
- Copy of *I Wasn't The Bully* (page 59)
- Marker

For each student:

- Student's folder (optional)
- Crayons or markers, if supplementary activity sheets are being used
- Copy of selected supplementary activity sheets (optional, pages 95-110)

Pre-Presentation Requirement:

Make a copy of each chosen supplementary activity sheet for each student.

Make a copy of *The Cyberbully* and *I Wasn't The Bully* for the leader.

Lesson:

Introduce the lesson by saying:

- ☞ ***Let's see what we've learned in the last three lessons. If you think the answers to the following questions are true, give me a thumb's-up. Give me a thumb's-down if you think the answer is false.***

Bullies are only people who hit others. (False)
Bullies are always strangers. (False)
Bullies can be friends. (True)
Bullies are always people who are lonely and insecure. (False)
Bullies may think they are funny. (True)
Bullies like to have all the friendship power. (True)
Bullies can change their behavior. (True)
Being a bully is cool. (False)

Continue the lesson by saying:

☞ **We've learned that bullies don't all look alike. A bully can be someone who physically harms or threatens to harm others. Bullies might be close friends who try to control and have power over others. Bullies cause victims to feel embarrassed, lonely, sad, unwanted, or even powerless. Bullies are unpleasant to be around. However, we often continue to allow them to treat us in this negative way because we fear being rejected or embarrassed even more. In our lessons, we have learned some strategies we can use in dealing with bullies. Raise your hand if you remember what you can do to deal with a bully.** (Call on students and praise answers dealing with *I Messages* and getting help from an adult.)

Today we are going to learn about some different forms of bullying. Sometimes bullies try to put others down or intimidate them by writing negative things about them. Bullies may pass notes containing rumors, lies, and threats. Bullies may start "popularity booklets" that exclude others or even put people down. Sometimes bullying can become very high-tech. This is called cyberbullying. Cyber-bullying occurs when computers are used to send negative messages to or about someone. This form of bullying is very hurtful to the victim and it is not wise for the bully. Listen to the story called *The Cyberbully*.

Read *The Cyberbully* (pages 57-58). Then discuss the following questions with the students:

1. **What bad choices were made in the story and who made them?** (Accept any appropriate answers.)
2. **How could Michelle have handled her feelings of jealousy differently?** (She could have reminded herself that her friends care about her even when they are with other people. She could have used an *I Message* to talk about her feelings with her friends. She could have discussed her feelings with a trusted adult. She could have attempted to get to know Tori better before deciding if she liked her.)

BEHAVIOR-CHANGE STEPS

★ **Step 1:** Understand and identify behavior that is negative or unacceptable.

★ **Step 2:** Acknowledge that you need to change the negative or unacceptable behavior.

★ **Step 3:** Come up with a strategy to change the behavior.



- Write a plan to improve the behavior.
- Talk about the behavior with someone you trust.
- Imagine yourself showing the improved behavior.
- Remind yourself regularly about the improved behavior.
- Report your progress to someone regularly.
- Keep a journal to record your progress.
- Don't give up when you make a mistake.



★ **Step 4:** Apologize or make amends for negative behavior.

★ **Step 5:** Praise yourself for any positive behavior change.



BULLYING WORD SEARCH



- | | | |
|---------|------------|------------------|
| BOSSY | CYBERBULLY | EQUAL POWER |
| EXCLUDE | EYEROLLING | FIST |
| FRIEND | HURTFUL | INSECURE |
| LAUGH | LONELY | OVERLY CONFIDENT |
| RUMOR | SHARING | STEAL |
| TEASING | UNFRIENDLY | WORRY |

U	E	Z	J	L	B	C	D	X	D	T	V	R	P	T	E	H
N	X	C	O	C	R	O	Y	T	Q	D	C	I	S	T	G	X
F	C	M	N	R	L	U	S	B	F	B	D	I	N	U	F	G
R	L	M	L	S	L	K	M	S	E	A	F	E	A	Y	G	T
I	U	K	F	M	K	U	D	O	Y	R	D	L	C	A	V	□
E	D	X	T	L	S	U	H	B	R	I	B	K	Z	D	I	O
N	E	S	E	K	□	B	J	J	F	Y	F	U	L	V	I	E
D	G	H	A	R	U	V	Q	N	L	N	M	R	L	V	A	T
L	L	A	S	D	Y	K	O	E	C	L	Q	□	I	L	S	V
Y	L	R	I	H	Z	C	N	P	S	B	I	M	O	E	Y	D
Y	P	I	N	X	Y	O	V	S	U	F	V	O	J	R	N	D
D	A	N	G	L	L	F	A	C	B	C	F	O	G	A	R	D
H	N	G	R	L	T	Z	M	J	V	B	D	P	N	O	X	Y
V	M	E	A	H	U	R	T	F	U	L	G	H	H	H	M	T
□	V	E	I	N	S	E	C	U	R	E	X	V	A	□	U	Y
O	T	C	Y	U	A	F	E	Y	E	R	O	L	L	I	N	G
S	F	L	I	F	Y	Y	E	Q	U	A	L	P	O	□	E	R



I DON'T WANT TO BE A BULLY RAP

I don't want to be a bully
No way, not me.
I don't want to be a bully
So a friend I'll be.

When I feel like I need
To tear others down,
I'll remember how it feels
To be on the ground.

(Chorus)

When I think I am
The boss of the day,
I'll remember we all like
To feel that way.

(Chorus)

When I'm tempted to
Leave others out,
I'll think how I would
Feel if I didn't count.

(Chorus)

When I start to tell or
Laugh at the joke,
I'll remember it could
Be me the others poke.

(Chorus)

When I itch to type a
Rumor on the keys,
I'll think how it could
All come back on me.

(Chorus)

