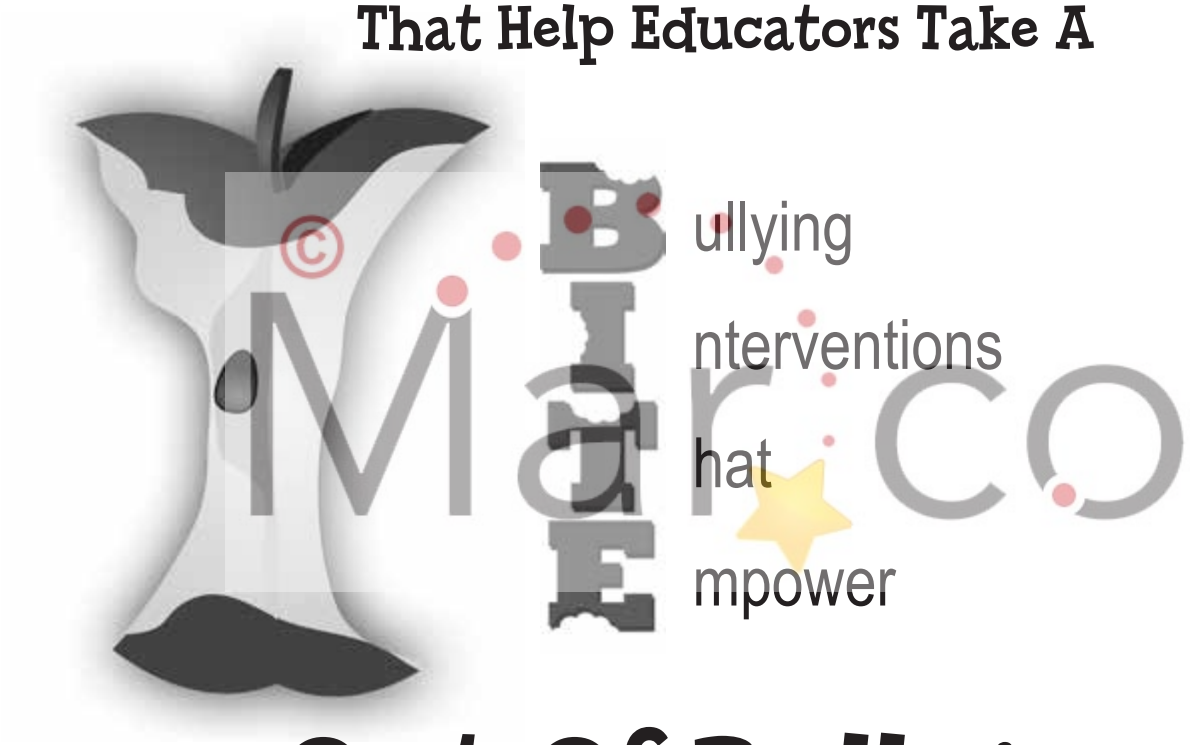
200+ Ready-To-Use Reproducible Activity Sheets

That Help Educators Take A



Out Of Bullying

Written By Phyllis Kaufman Goodstein

ABOUT THE AUTHOR

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200+ Ready-To-Use Reproducible Activity Sheets
That Help Educators Take A Bite Out Of Bullying

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A NOTE FROM THE AUTHOR

I've used *Take A Bite Out Of Bullying* with special-education and mainstream students in Grades 5, 6, 7, and 8. The material can be used with or adapted for younger or older students. There's no mystery about the link between *bullying* and my work with students in these grades: Bullying peaks during middle school. *Take A Bite Out Of Bullying* came about because I couldn't find many interventions to use with students who were being bullied. I had to create my own.

The two strategies most appealing to and most successful with students are:

> **Avoiding Bullies:** Students afraid of being bullied will walk with a group or a teacher, take different routes to class, avoid unsupervised areas, sit near the bus driver.
>
> **Getting Help:** Students initially resist this strategy because they think it's a form of tattling. But they'll appreciate the distinction after you explain the difference between *tattling* and *telling* and how asking for help can prevent a bully from taking advantage of an imbalance of power.

Students have the most difficulty with:

> **Comebacks:** Implementing this strategy requires quick thinking and a measure of sophistication. Even some adults have trouble mastering it.

Take A Bite Out Of Bullying gives children choices. They can utilize strategies they feel comfortable with and capable of implementing. Making these decisions empowers children and gives them some control in situations in which many feel powerless.

Much of the material in *Take A Bite Out Of Bullying* was based on research. I read more than 100 peer-reviewed articles in professional journals. For example, my knowledge of areas where most bullying takes place came from research, with actual percentages of the most-common sites. I presented the information in a child-friendly maze. The sections on why bullies bully, what kind of children they target, and the effectiveness of bystander intervention is based on research translated into age-appropriate language presented in a fun and therapeutic format.

Take A Bite Out Of Bullying has been used in groups that met for 10 weeks and in individual counseling sessions. I do not strictly follow the book's sequence. I pick and choose whatever is most relevant and useful for a particular student or group of students. In the future, I'd like to facilitate a year-long private-practice group for bullied children. This format allows more information to be presented in sessions longer than a single class period. It gives children more time to increase transference by reinforcing strategies and anti-bullying and socialization skills as well as friendships.

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INTRODUCTION

Eliminating bullying is a major concern in today's schools. All across the nation the acceleration of teasing and cliques from, in past years, minor threats to nowadays harmful and threatening behaviors has triggered a call to action in elementary and secondary schools.

The variety of materials available to educators is endless. There are storybooks, storybooks with lessons, programs for various numbers of weeks, independent lessons as part of other materials, and the list goes on and so does the bullying. It seems that this is a topic, like many others in affective education, that needs to be addressed consistently. For if it is not, it will reappear and perhaps be even stronger and more detrimental than it is at this time.

Where then does the time come from? How many days and hours can a school system devote to this issue? For some it will not be a problem, for others it will be overwhelming. Realizing the problem and the time constraints, *Take A Bite Out Of Bullying* was created. It is a compilation of reproducible activity sheets, posters, and informational sheets that is divided into four sections.

- Surveys
- Bullying Facts
- Strategies To Lesson Or End Bullying
- Taking Care Of Yourself

The information in this book can be used in conjunction with any bullying program, as a bullying program, or as reenforcement for information that has been previously taught.

How To Use With An Existing Bullying Program

Examine the concepts of your program and then look at the reproducible sheets from this program that will complement them. Reproduce the needed sheets and use them at the appropriate times.

How To Use As An Independent Bullying Program

Select the topics that you want to present. Reproduce the sheets that will give students the information and activity sheets that will serve your purpose. Once reproduced, you can teach your program from the information you have selected.

How To Use As Reenforcement For Lessons Previously Taught

One of the great advantages of this book is that it enables educators to keep the topic of bullying uppermost in students' minds after their selected curriculum has been taught. The variety of reproducibles makes it possible for the educator to present both information and activity sheets throughout the school year.

Select the method that will help your school the most and keep the elimination of bullying as a top priority in your school.

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THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

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WHAT DO YOU KNOW ABOUT BULLYING?

1. Bullying is a normal part of growing up. T F
2. Ninety percent of kids in grades 4-8 are bullied. T F
3. Most bullying takes place at school. T F
4. Bullying always includes hitting. T F
5. Excluding people is not bullying. T F
6. Anyone who is bullied deserves to be bullied. T F
7. Being alone increases chances of being bullied. T F
8. The best way to end bullying is to hit the bully. T F
9. Anyone who reports bullying is a tattletale. T F
10. Hurt feelings caused by bullying can last a lifetime. T F
11. Bullying affects only the person bullied. T F
12. Anyone can learn skills that lessen or end bullying. T F

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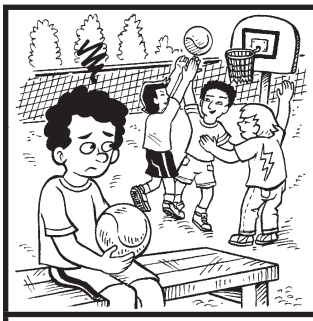
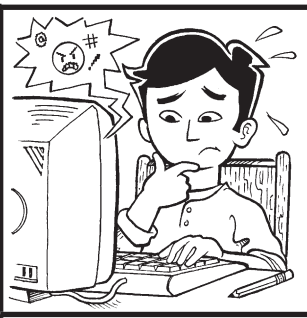
IS THIS BULLYING?

Place a check in the small square next to each example of bullying or cyberbullying.

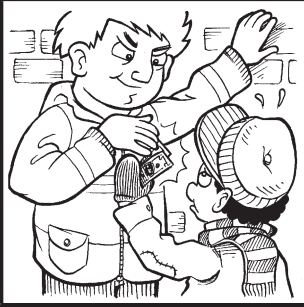


A group of boys never lets you join their basketball game.



A boy repeatedly posts cruel comments about you on a website.

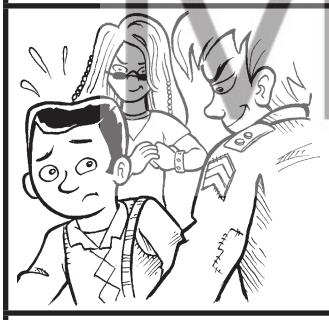
A girl keeps spreading nasty lies about you.



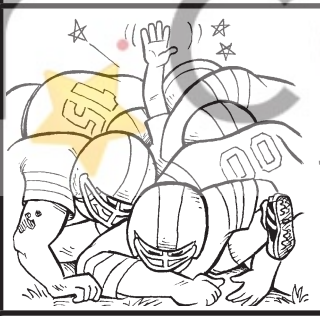
A boy keeps stealing your lunch money.

Mean text messages continuously flood your cell phone.

You fall down. A girl helps you get up.



Every day, some kids threaten to hurt you.



The entire football team tackles you.

Some boys offer to walk you to class.

A girl keeps telling others not to play with you.

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E-MAIL SAFETY

Delete | Reply | Forward | Spam | Print

Date:	
From:	
Subject	E-MAIL SAFETY
To	

- Never give anyone your primary e-mail address.
- Set up a free e-mail account (Yahoo, Hotmail, Gmail, etc.) that's harder to trace. Give that address.
- When opening an account, don't include identifying information.
- Don't open any e-mail from an unknown sender.
- Don't reply to bullying e-mail.
- Block e-mail from unwanted senders.
- Save harassing e-mail as evidence.
- If you're being cyberbullied, change your e-mail address.
- Report harassing e-mail to the sender's Internet service provider (ISP).
- Install anti-virus software and a firewall.
- When you finish using the computer, log off.

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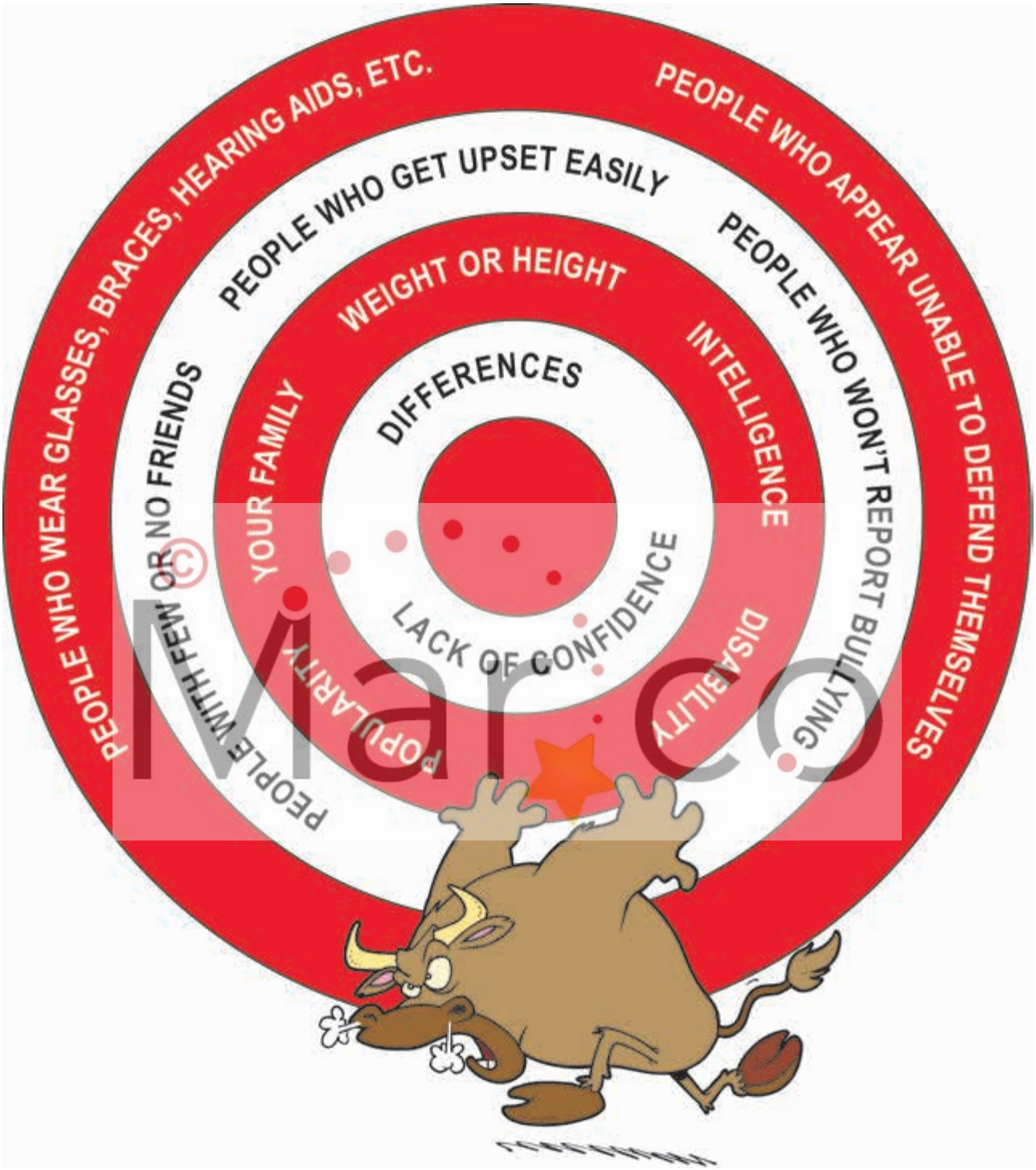
WHAT DO BULLIES TARGET?



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How Do You Feel When Bullied?

You may experience many different feelings.

Being bullied can make you feel like a *piñata.*

The piñata reaches a breaking point when its insides fall out.
It's better to get your feelings out than to hold them in.
Circle the feelings you have when being bullied. Add any that are not listed.

Abandoned	Infuriated	
Aggressive	Inferior	
Alone	Injured	
Angry	Nervous	
Annoyed		
Anxious		
Ashamed		
Cowardly	Panicked	
Crushed	Powerless	
Deprived	Rejected	
Desperate	Resentful	Threatened
Disappointed	Sad	Victimized
Dominated	Scared	Wronged
Embarrassed	Small	_____
Empty	Suspicious	_____
Humiliated	Tearful	_____

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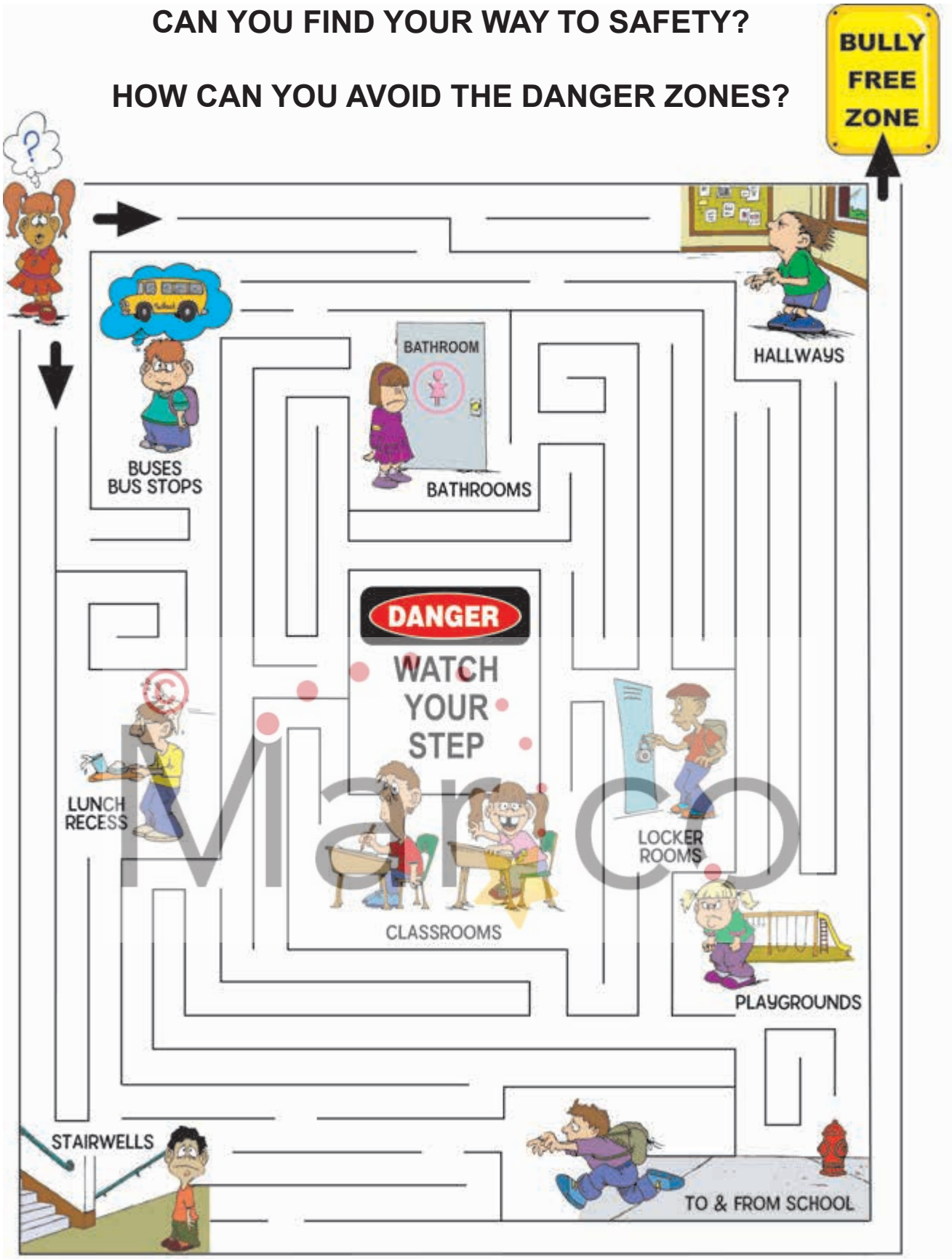
CAN YOU FIND YOUR WAY TO SAFETY?

HOW CAN YOU AVOID THE DANGER ZONES?



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BULLYING MYTHS

A *myth* is a false idea or story that has been passed down through generations. People believe myths they've heard many times.

These myths can make people think it's OK to bully. It's *never* OK to bully.

Some myths defend the bully. The victim is the one who should be supported.

Some common bullying myths are:

1. It's OK for kids to be mean.
2. He asked for it.
3. Bullying affects just a few kids.
4. *Telling* is *tattling*.

Other myths suggest poor ways to end bullying. These myths help promote the abuse. There's no need to stop bullying if you think there's nothing wrong with it. Stamp out ignorance and teach the truth.

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WHAT CAN BYSTANDERS DO?

SQUELCH RUMORS
Don't spread rumors.

ASK OTHERS TO HELP
There's strength in numbers.

WALK AWAY
A bully needs an audience.

TELL THE BULLY TO STOP
If you feel safe, speak up.

LEAVE WITH THE VICTIM
It's harder to bully if no one's around.

DISTRACT THE BULLY
Make a joke, yell, or ask a question.

BEFRIEND THE VICTIM
Bullies target people who are alone.

RECORD BULLYING LOCATIONS
Extra supervision can be sent to these areas.

GET HELP
Talk with a trusted adult.

CONSEQUENCES
Tell bullies the consequences of bullying.

EMPATHIZE
Let the victim know you feel for him/her.

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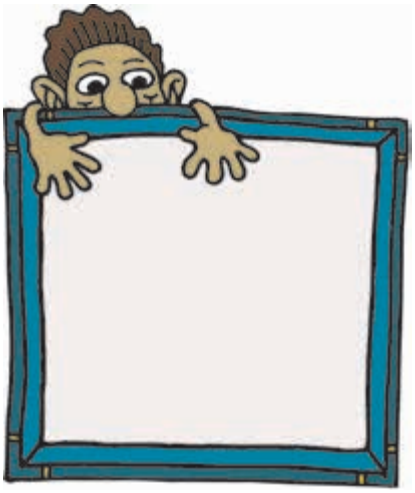

FRIENDSHIP CHECKLIST

Place a ✔ in the box if the quality is something you want in a friend.

Place an ✘ in the box if the quality is ***not*** something you want in a friend.

- ☐ Never apologizes if he/she makes a mistake
- ☐ Is funny
- ☐ Is jealous if you play with others
- ☐ Has fun, interesting ideas
- ☐ Talks behind your back
- ☐ Cheats at games
- ☐ Doesn't laugh if you make a mistake
- ☐ Rarely fights with you
- ☐ Says he/she cares about you
- ☐ Bullies you
- ☐ Cooperates with you
- ☐ Lies
- ☐ Pays attention to you
- ☐ Is nice to you
- ☐ Listens to you

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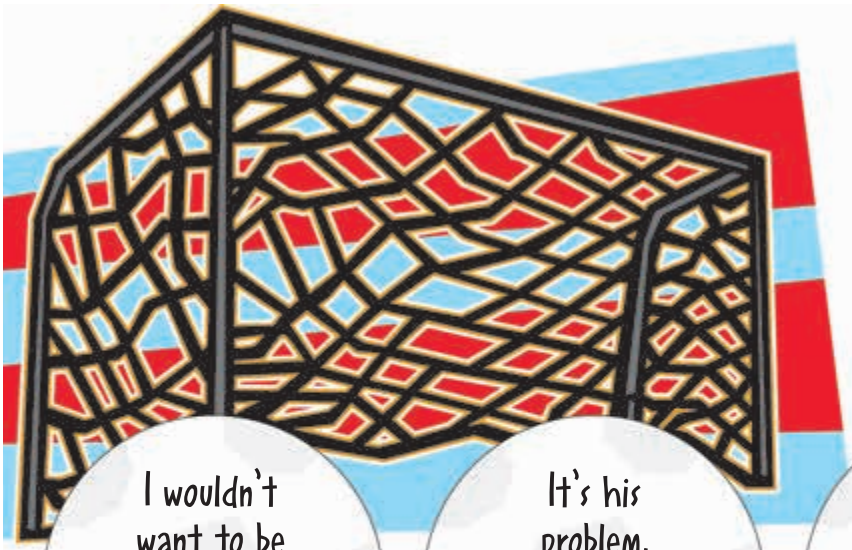
USE YOUR HEAD WITH SELF-TALK



SELF-TALK STATEMENTS

I wouldn't want to be friends with someone as mean as that kid.

It's his problem. I'm not going to let it become mine.

He's making himself look like a jerk.

That's his opinion, not mine. I know I'm a good person.

I may not make the best grades in class, but I learn something new every day.

I'm beautiful. She's jealous.

I may not be a good baseball player, but I can beat anyone in chess.

I feel bad for people who have to be cruel to make themselves feel better.

WARNING: These self-statements are only for you. Repeat them to yourself silently. Saying them out loud could cause a confrontation with a bully.

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RESPONSES TO BULLYING

Write the bullying responses you'd feel most comfortable using.

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HEALTHY ALTERNATIVES TO DEAL WITH FRUSTRATION OR ANGER

The third step in controlling frustration and/or anger is developing a list of healthy activities you can use when you feel frustrated and/or angry. **You hold all the cards**. Only you can control your behavior.

Some common ways to deal with frustration and anger are:

What are other appropriate ways to deal with anger? _____

_____

_____

What ways would you feel comfortable using? _____

_____

_____

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BUILDING SELF-ESTEEM

Ways To Build Self-Esteem

There's a difference between what you do and who you are.

Make your own choices.

Visualize success.

Focus on your strengths.

Accept that some things can't be changed.

Repeat positive affirmations daily. Eliminate negative thoughts.

Don't compare yourself to others. You're unique and special.

Realize that no matter how wonderful you are, not everyone will like you. That's OK.

Don't do anything just because someone says you should.

Avoid *shoulds*, *oughts*, and *musts*. Do what's right for you and within your abilities.

Accept yourself.

Participate in activities you enjoy and do well.

Treat yourself well. Be selfish with yourself at times.

Surround yourself with supportive, accepting people.

Work on improving your talents, skills, and abilities.

Don't change to try to fit into someone else's mold.

Avoid people who put you down and add negativity to your life.

Take pride in your efforts. Don't focus only on outcomes.

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