

Prepared by the Kentucky
State 4-H Teen Council

Bullying Awareness Lessons, Activities and Resources



Planning Committee:
2010-2011 State 4-H Teen Council Bullying Committee
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Overview

Everyday It Happens by Kathleen Kiker

Every time I speak, another person hates me,

Every time they answer, I must forgive again.

Every time I listen, I suppress my angry comments,

Every time I hear them, I brush away the tears.

Everywhere I go, I am a nameless victim,

Everywhere I hide, they find me once again.

Every time they see me, I put a happy face on,

Every time they leave me, the tears roll down my cheeks.

Every night I'm sleeping, I dream of faceless horrors,

Every day I'm living, I wish it were not so.

*Selected from the "Writing Circle" website, under poetry on bullying at
<http://circle.nypo.org/>.*

Bullying is an issue that happens everywhere in the world. No matter where you live, where you go to school or how popular you might be you have witnessed, caused or been the victim of aggression from your peers. It is our hope that this workshop will raise awareness about bullying and how it affects individuals on a daily basis. As youth and adult members of the State 4-H Teen Council we are proud that we have the opportunity to promote the prevention and awareness of bullying through the Kentucky State 4-H Teen Council. We hope that you will find use for this information and resources and that it can help end the bullying epidemic in our communities.

2010 - 2011 State 4-H Teen Council Bullying Committee

What is Bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending him or herself. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

- Stresses of being bullied can interfere with student's engagement and learning in school.
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide.
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus.
- In a survey of third through eighth graders in 14 Massachusetts schools, more than 14 percent reported that they were often afraid of being bullied.
- Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon.
- Bullying also has an impact on other students at school who are bystanders to bullying. Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning.

*The above information is from the “Stop Bullying Now” website of the US Department of Health and Human Services. This information can be found at the following link:
<http://www.stopbullyingnow.hrsa.gov/adults/tip-sheets/tip-sheet-09.aspx>.*

Facts on Bullying

- An estimated 160,000 students miss school every day due to a fear of bullying or harassment.
- Bullying causes fear and creates a climate of disrespect in schools. It has a negative impact on student learning.
- There appears to be a strong relationship between bullying as a youth and experiencing legal and criminal problems as an adult. One study showed 60% of those characterized as a bully in grades 6-9 had one or more criminal convictions by age 24.
- The National Threat Assessment Center found that the attackers in more than two thirds of 37 mass school shootings felt “persecuted, bullied, threatened, attacked, or injured by others”.
- Recent surveys show that American children eight to 15 years of age rate bullying as a greater problem than racism, sexual pressure or the use of drugs & alcohol.
- Bullying takes place most often at school and where there is no or little adult supervision.
- Bullying peaks in middle school and starts to decline in high school. However, it never disappears completely.
- Boys tend to bully boys and girls. Girls tend to bully other girls.
- In middle school, boys who are more passive or less physically mature than their peers are most often the target of bullies. Girls who physically mature early are most often the target of bullies.

The above information was adapted from 101 Bully Prevention Activities from the Bureau of At Risk Youth (2007) and the KeysToSaferSchools.com website and newsletter at http://www.keystosaferschools.com/Newsletter_Vol.22.htm.

Lesson Plan

The following activities and information have been selected with the goal of being presented in an hour long workshop targeted toward middle school aged youth and taught by older teens. However, this suggested lesson plan can *and should* be adapted to meet the goals of the presentation AND the interests and abilities of the participants and presenters. This is just one way to present this important information.

Time	Activity/Lesson Plan	Notes
5- 10 Minutes	Select one “Icebreaker” from the Icebreaker list.	Bullying can be a sensitive topic and people are more comfortable talking to each other when they have a chance to establish some relationships. An icebreaker is a great way to do this and should always be used, even with a group that knows each other.
5-10 Minutes	Select one “Video” from the Video Resources list or from below. “Don’t Laugh at Me” (Hip Hop Version) http://www.dontlaugh.org/videos/babyj.mov “Don’t Laugh at Me” (Rock & Roll Version) http://christineevans.com/video/dlam_web_sm.mov	A short video can be a good way to set the stage for this workshop. To the left are two of the many videos available that talk about bullying. These are from the website www.dontlaugh.org and are available under the “Media Center: Videos & Music” section. Select a video that is appropriate and interesting to your target audience.
30 Minutes	Select one of the “Activities” from the Prevention and Awareness Activities list.	Choose one of the activities from the “Activities” Section. You have three different options to choose from or you can substitute activities from your favorite resource.
10 Minutes	Wrap Up & Processing	When conducting a workshop it’s important to process what has been learned. This section has some questions that you can use to lead your group in a discussion on what they have learned and what they will do with their new information!

Ice Breakers

1. Name Train

One person walks around the group and picks one person. That person then puts their hands on the leader's shoulders and yells their name in whatever tone they want, and everyone else has to mimic it. The leader keeps dragging the train around while the last person to join picks someone else. (5-10 minutes)

2. Question Ball

Someone writes a bunch of wacky questions on a medium sized ball (not a huge ball but a little bigger than a beach ball). When we get to the group, you toss the ball and whichever question your right thumb lands on, you have to answer that question. You also have to say your name before you answer. (5-10 minutes)

3. Human outline

Two people are randomly paired together and on a long sheet of paper. This one is easier to explain through example, so let's say two girls, Lizzie and Meg, get paired together. They get one long piece of paper (about 6 ft sheet), and take turns drawing one side (from a front view) of each other. Let's say Meg drew Lizzie's left side, so for the right side of the person, Lizzie draws Meg. When both are done drawing, they list random facts about each other in their side. They then show it to the rest of the group. (about 30 minutes)

4. M&M Questionnaire

You get one or more, depending on size of group, big bags of M&M's. You open them up and pass the bag around. Each person pulls out 1 M&M and passes the bag to the next person. You continue this cycle until you run out. When all M&M's are passed out, you begin to ask questions in a circle. Each M&M represents a question. (Red could be "Name one hobby" and blue could be "Name one of your favorite bands".) You pick which M&M to answer for; when you answer, you can eat the M&M. You must say your name before you answer a question. (The time for this is dependent on group size.)

5. Three Words

You tell the group to think of three words to describe themselves. You give everyone 2 minutes to think. Once you've given them time, the introductions will go around the room and the people will introduce themselves and say the three words they chose. I would say something like, "I am Jimmy Stark. I'm 17. I'd describe myself as fun, happy, and outgoing." (15-20 minutes)

Online Video Resources

Operation Respect (www.dontlaugh.org)

This resource contains curriculum, videos and music promoting the Don't Laugh at Me (DLAM) message. These videos are available for download and have been selected to fit in the proposed lesson plan's time frame.

Jared's Story (www.jaredstory.com/)

This resource is devoted to telling the story of Jared, a young man who committed suicide as the result of bullying, with the hopes of preventing others from going through this experience. The webpage has a 10 minute video of a news report that talks about the story and the impact of bullying. These videos are available for download and have been selected to fit in the proposed lesson plan's time frame.

The Pacer Center (www.pacer.org/bullying/)

This resource has a large section on bullying and bullying resources. Under the videos section there are several different videos (featuring elementary aged children) that can be used to introduce the topic of bullying, how it makes people feel and what to do if you are bullied. These videos are available for download and have been selected to fit in the proposed lesson plan's time frame.

Stop Bullying Now! (www.stopbullyingnow.hrsa.gov/)

This resource offers a variety of colorful, youth appropriate resources for addressing the topic of bullying. There are several episodes of a web based cartoon that can be used with youth to address the many issues that surround bullying.

Pacer's Center "Teens Against Bullying" (www.pacerteensagainstbullying.org)

In addition to a number of teen created resources, by clicking on the "Respond" link and then selecting "Acting Up" you can find four videos created by a high school student in Minnesota. Not only are these educational but they illustrate that one person CAN make a difference.

Prevention & Awareness Activity A

Title of Lesson:	“Bullying Thermometer”
Club or Program utilizing Lesson:	Suitable for in-school, after school or community clubs. Most suitable for classroom or indoor environment.
Objective/Goals:	<p>There are many types of bullying. How do you decide which is worse or more harmful? This exercise explores the types of bullying behavior and encourages the participants to discuss them, their meaning and their impact.</p> <ul style="list-style-type: none"> • Learn different types of bullying behavior. • Discuss the impact of bullying. • Discuss how differences (gender, generational, social) can affect the perception of bullying behaviors.
Materials Needed:	Handout Cards from the “Bullying Thermometer” activity (one per group)
Description/Directions:	<p><u>Part A (5 minutes)</u></p> <p>1) In a larger group the facilitator should lead a SHORT discussion using the questions below. This portion of the exercise is to help the participants begin the discussion on types of bullying.</p> <p style="padding-left: 40px;">A. What are types of bullying?</p> <p style="padding-left: 40px;">B. Are all types of bullying equal? Do all types effect people in the same way?</p> <p><u>Part B (25 minutes)</u></p> <p>1) Divide the group into teams (8-10 people works well).</p> <p>2) Give each team a set of the “Bullying Thermometer” activity cards.</p> <p>3) Ask them to go over each card and discuss what that method of bullying means. Ask them, as a group, to develop a definition of each word.</p> <p>4) Once they all agree on what the different types of bullying mean, have them put the cards in order from the “coolest” type (least harmful) to the “hottest” type (most harmful).</p>

	<p>5) Have the groups share the order of their cards with the larger group.</p> <p>6) Process your activity. See instructions under the “Processing and Wrap Up” section of this manual.</p>
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Processing Questions:	Go to the “Processing & Wrap Up” section of this manual to process this activity.
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Created/Adapted by:	Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from training materials supplied by Deana Reed, Extension Specialist for 4-H Youth Development, University of Kentucky. Originally adapted from “Breaking the Code” by Kansas State University Extension.
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Handout Page – Bullying Thermometer

(pg 1)

Cut apart the cards below. You will need one set of cards per group. They can be printed on card stock and laminated for extra durability.

<p>Bullying Thermometer Activity</p>  <p>Source: Breaking the Code, Kansas State University Extension</p>	 <p>Harassment</p>
 <p>Hazing</p>	 <p>Drama</p>

Handout Page – Bullying Thermometer

(pg 2)



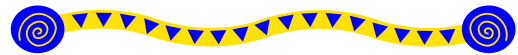
Conflict



Teasing



Pick-On



Name Calling

Handout Page – Bullying Thermometer

(pg 3)



Rumors



Isolation



Demeaning



**Making A
Threat**

Handout Page – Bullying Thermometer

(pg 4)



Flirting



**Practical
Joke**



Terrorizing



**Posing a
Threat**

Handout Page – Bullying Thermometer

(pg 5)



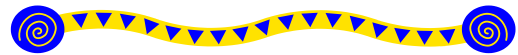
Sarcasm



Hate Speech



Hitting



Intimidation

Prevention & Awareness Activity B

Title of Lesson:	Bullying – What is It?
Club or Program utilizing Lesson:	Suitable for in-school, after school or community clubs. Most suitable for classroom or indoor environment.
Objective/Goals:	<p>Bullying is word that people talk about a lot but don't always fully understand. This lesson explores the different types of bullying and helps the participants understand the many different types of bullying.</p> <ul style="list-style-type: none"> • Learn about the different types of bullying. • Discuss different ways to bully. • Create a definition for bullying.
Materials Needed:	<p>Part A: Handout “Bullying – What Is It”; Index Cards (one set per team); pens or pencils.</p> <p>Part B: Handout “Why We Bully” (2 sets, cut apart)</p>
Description/Directions:	<p><u>Part A (20 Minutes)</u></p> <ol style="list-style-type: none"> 1) Divide the group into teams (3-5 people work well). Give each team a set of index cards. Tell them they have 10 minutes to come up with as many different ways that people bully as possible. Write each reason (only one) on each index card. 2) When the 10 minutes is up; hand each group one of the “Bullying – What is it” handouts. Tell them to divide the ways people bully into the categories on the handout. After the have ways people bully for each category, have them create a definition of bullying and write it in the square on the handout. 3) Have some or all of the groups share their definitions for each type of bullying. <p><u>Part B (10 Minutes)</u></p> <ol style="list-style-type: none"> 1) Divide everyone into eight teams (of at least three people). 2) Have each team draw one of the “Why We Bully Cards” from a hat. 3) Give the groups 2 minutes to come up with SHORT role play that illustrates what’s on the card. The other teams have to guess the “reason” that the person is bullying. The first team to guess the reason gets 5 points.

	<p>4) When all teams have done their role play, have a lightening round where each time (simultaneously) calls out reasons NOT to bully. Each original reason that is stated wins the team 10 points. The team with the most combined points wins.</p> <p>5) Process your activity. See instructions under the “Processing and Wrap Up” section of this manual.</p>
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Processing Questions:	Go to the “Processing & Wrap Up” section of this manual to process this activity.
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Created/Adapted by:	Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from “101 Bullying Prevention Activities” (2007), The Bureau of At Risk Youth from activities on page 6 -7.
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Handout Page – Bullying: What is it?

What is Bullying?	
<u>Cyberbullying</u>	<u>Emotional</u>
<u>Verbal</u>	<u>Hazing</u>
<u>Physical</u>	<u>Gossiping</u>

Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from “101 Bullying Prevention Activities” (2007), The Bureau of At Risk Youth from activities on page 6 -7.

Handout Page – Why We Bully

Cut apart the cards below. They can be laminated for extra durability.

People bully because other people do it.	People bully because it makes them feel smarter, stronger and/or better than the person being bullied.
People bully because they want to be accepted by a certain group.	People bully because it keeps them from being bullied.
People bully because other people do it.	People bully because it makes them feel smarter, stronger and/or better than the person being bullied.
People bully because they want to be accepted by a certain group.	People bully because it keeps them from being bullied.

Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from "101 Bullying Prevention Activities" (2007), The Bureau of At Risk Youth from activities on page 6 -7.

Prevention & Awareness Activity C

Title of Lesson:	“Greatest American Hero!”
Club or Program utilizing Lesson:	Suitable for in-school, after school or community clubs. Most suitable for classroom or indoor environment.
Objective/Goals:	<p>Many people just stand by and watch when someone is bullied. This lesson explores the role of the bystander in bullying and how you can help prevent bullying.</p> <ul style="list-style-type: none"> • Understand what it means to be a bystander. • Learn ways to prevent bullying when it is experienced by others.
Materials Needed:	<p>Part A: No Materials</p> <p>Part B: A variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter and glue). A large sheet of paper or about 6 feet of paper from a paper roll.</p>
Description/Directions:	<p><u>Part A (5 minutes)</u></p> <p>1) In a larger group (or divide into smaller groups with one leader in each group) present the following questions for discussion.</p> <p style="margin-left: 40px;">A. What is a bystander?</p> <p style="margin-left: 40px;">B. Do you think bystanders can be neutral when they see others being bullied?</p> <p style="margin-left: 40px;">C. How do you feel when you see others bullied? What do you usually do?</p> <p style="margin-left: 40px;">D. What are some things bystanders can do to stop bullying in their schools?</p> <p><u>Part B (25 minutes)</u></p> <p>1) Divide the participants into groups of 8-12 people. Give each group a box of arts & crafts supplies and a large sheet or paper about 6 feet of paper from a paper roll.</p> <p>2) Tell them that their job is to draw “The Greatest American Hero” or someone that can “STOP BULLYING IN A SINGLE BOUND!” Using the arts and crafts supplies they should draw an approximately life size person (if someone fits on the paper they can trace around them) and create their own super hero against bullying.</p>

	<p>3) They should come up with a name for the person and draw what he/she would look like. On the side list the “stats” of the superhero such as those things that make this person able to stand up to a bully.</p> <p>4) If time permits, ask each group to share their person and some of their characteristics.</p> <p>5) Process your activity. See instructions under the “Processing and Wrap Up” section of this manual.</p>
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Processing Questions:	Go to the “Processing & Wrap Up” section of this manual to process this activity.
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Created/Adapted by:	Adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from “101 Bullying Prevention Activities” (2007), The Bureau of At Risk Youth from activities on page 11 & 15.
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Wrap Up & Processing

Talking about bullying can be a sensitive topic that causes the group some stress and discomfort. This is ok! To make sure that the people have a chance to think about the activities in which they have been participants you need to PROCESS at the end of the workshop. This is as easy as asking the questions below. When asking the questions, allow time for group members to answer. Try not to rush the processing (not all questions have to be covered) and give everyone time to think about what they have learned.

- A. What did you learn about the topic of bullying today?
- B. Can you think of times in your life when you or someone you know was bullied?
- C. How do you think being bullied makes people feel?
- D. If you or someone you know is being bullied what are some things that they can do for help or to stop the bullying?
- E. If someone started bullying you, who would you talk to about the situation? Who are some of the people that would help you?
- F. What does it mean to be a bystander? (Watching someone being bullied without stepping in or getting help.) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?
- G. Now that you know more about bullying what do you think you can do to make a difference at school? What are some ways that you could help someone who was being bullied?

Appendix A – Websites about Bullying

The following are websites that deal with bullying and offer information, resources and forums for youth who have experienced these problems. These websites are not endorsed by the University of Kentucky Cooperative Extension Service, the Kentucky 4-H Youth Development program or the presenters of this program.

Stop Cyberbullying
(www.stopcyberbullying.org)

Jared's Story
(www.jaredstory.com)

Emotional Bullying
(www.pioneerthinking.com/ej_rubber.html)

National Association of School Psychologists
(http://www.nasponline.org/resources/crisis_safety/index.aspx)

National Youth Violence Prevention Campaign
(www.nyvpw.org/)

Keys to Safer Schools
(www.keystosaferschools.com/)

Stop Bullying Now! – US Department of Health & Human Services
(www.stopbullyingnow.hrsa.gov/kids/)

Gossip as Bullying
(www.apa.org/monitor/apr06/whispers.aspx)

Character Education and Bullying
(www.internet4classrooms.com/character_ed.htm)

Kentucky Behavior Home Page
(www.state.ky.us/agencies/behave/bi/Bully.html_

National Center for Bullying Prevention
(www.state.ky.us/agencies/behave/bi/Bully.html)

Appendix B – Quotes Related To Bullying

Violence is the last refuge of the incompetent. ~Isaac Asimov

Always forgive your enemies. Nothing annoys them more. ~Oscar Wilde

The opposite of bravery is not cowardice, but conformity. ~Dr. Robert Anthony

Tricks and treachery are the practice for fools that don't have brains enough to be honest. ~Benjamin Franklin

Never criticize a man until you've walked a mile in his moccasins. ~Native American Proverb

If you burn your neighbor's house down, it doesn't make your house look any better. ~Lou Holtz

Even the lion has to defend himself against flies. ~German Proverb

The man who follows the crowd will usually get no further than the crowd. The man who walks alone is likely to find himself in places no one has ever been.
~Alan Ashley-Pitt

The only justification we have to look down on someone is because we are about to pick him up. ~Jesse Jackson

Those who can, do. Those who can't, criticize. ~Unknown

We must be the change we wish to see. ~Gandhi

Courage is fire and bullying is smoke. ~Benjamin Disraeli

Any excuse will serve a tyrant. ~Aesop

Many oppressors are also oppressed. ~Jane Meyerding

Fear, either as a principle or a motive, is the beginning of all evil. ~Anna Jameson

Appendix C – Dealing with Difficult Situations

Question A. What do I do if someone tells me they are being bullied by another youth? The first thing to do is to tell the student that you appreciate them trusting you with this information. Telling someone about bullying is not the same as tattling. Let them know that you will talk to a trusted adult to get them help. Then tell an adult you trust and who you believe will address the situation as soon as possible. Under no circumstances should you promise the child to keep a secret. You should however respect their confidence and trust in you and not share this with your friends or people other than the adults in which you confide.

Question B. What do I do if someone tells me they are being bullied (abused) by an adult? Immediately take the child to a trusted adult and inform them of what was said to you. Kentucky state law requires *anyone* who suspects child abuse in any form to contact the appropriate authorities. The adult in whom you and the child confide should make the contact with the authorities. If they do not, or do not take it seriously, reach out to another adult.

Question C. What do I do if someone gets upset, starts crying or gets mad during the activities on bullying awareness and prevention? Talking about bullying or participating in a workshop about bullying could bring up some strong feelings in some of the participants. While this might be a little uncomfortable, it is a good chance to help someone. Acknowledge their feelings and try to work it in the conversation or discussion as you complete the lessons/workshop. When finished, talk to them a little more and let them know that you will be happy to help them find an adult they can trust. If they are extremely upset you might want to have your teen or adult partner take them outside and talk to them (this is why it's a good idea to teach in teams!).

Question D. What do I do if someone tells me that they have been bullying someone? Many times people who bully do so because they are bullied or have other issues that make them feel like they do not have control over their own lives. If someone tells you that they have been bullying someone you should tell a trusted adult and let them address the situation. It's important to not judge the person who confided in you. They may have their own problems and have taken an important first step by admitting what they have done!