

# BULLYING



**INTENT TO HURT**

PLUS

**POWER TO HURT**

PLUS

**HURTFUL ACTION**

PLUS

**REPETITION**

PLUS

**SECRECY**

EQUALS

**BULLYING**

# Classroom Chalk Talk: Talking About Bullying

## *STEP 1: STUDENTS BUILD KNOWLEDGE AND UNDERSTANDING ABOUT BULLYING AND ITS CONSEQUENCES*

**Ask & discuss: What is teasing? (Write the word “teasing” on the board.)**

**Summarize:**

- Teasing makes fun of a person or something about them. It can hurt a person’s feelings. Kids who tease might say they didn’t mean it or they were just playing or kidding around. Some kids will say that teasing is no big deal. Most kids are sorry for the kind of teasing that hurts someone’s feelings.
- Teasing, when it doesn’t hurt feelings, can be a way of showing friendship or that you like someone and want to get their attention.

**Ask & discuss: What is bullying? (Write the word “bullying on the board.)**

**Summarize:**

- Sometimes ideas about teasing and bullying get mixed up.
- Bullying is different and more serious than teasing. When a person bullies someone, they mean to hurt that person. They also bully them over and over. They know they are stronger than the other person. They may be bigger, older or have friends who will bully with them. They might have a place or time they bully because they know that no one will be around who will stop them.
- Teasing crosses the line and becomes bullying when it is done on purpose, when it is done over and over again, and when the bully has more power than the person they bully.
- A bully’s power can come from their age, size and strength, intelligence, social status (popularity), economic status (wealth), and who they know or hang out with. Bullies can use all kinds of power to hurt others.

**Ask & discuss: What do bullies do to others? Summarize:**

- Bullies hit, shove, pinch, kick, trip, pull hair, or corner a person. They threaten, say mean or cruel things, use put-downs, start rumors or spread gossip. They can even use mean looks or silence to make a person feel unwelcome or left out. Some bullies use e-mail, text messaging and the Internet to bully.

**Ask & discuss: How might a person who is being bullied feel? Summarize:**

- They might feel hurt, sad, embarrassed, and/or afraid.
- They might feel alone or like no one cares about what is happening to them.
- They might feel like they are unsafe or don’t belong.

**Ask & discuss: Why do you think people bully others? Summarize:**

- Bullies do what they do for different reasons. They may not like someone who is different. They might like using or showing off their power. They may have been bullied or are being forced to bully by others. They may think that bullying makes them popular.

***STEP 2: STUDENTS EXPLORE PEER NORMS REGARDING BULLYING***

**Ask & discuss: What do you think about bullying? Summarize:**

- The majority of kids believe that bullying is unfair and disrespectful.
- Some kids will say that a person who is bullied deserves what they get. If this is how they think, they are only making excuses for something that is wrong to do to others.
- Some kids may deny bullying is a problem.
- Often kids may not say anything because they are being bullied or are bullying others.

***STEP 3: STUDENTS RECEIVE THE MESSAGE: "BULLYING IS WRONG AND NOT ALLOWED AT THIS SCHOOL"***

**Explain:**

- Every student has the right to be safe and feel welcomed at this school. Bullying is disrespectful and wrong. "Bullying is wrong and not allowed at this school." (Write this message on the board.)
- When bullying becomes stealing, racial slurs, attacks or threats that involve weapons or other serious acts, it breaks the law.
- At this school, kids who bully will be told to stop and they can be disciplined. In very serious cases, they can be suspended or expelled, placed on probation, placed in juvenile detention or be made to pay serious fines.
- "Bullying is wrong and not allowed at this school."

***STEP 4: STUDENTS LEARN TO ACT TO PREVENT OR REPORT BULLYING***

**Ask & discuss: What are some things you can do to avoid or stop bullying at this school? Summarize:**

- Think ahead and steer clear. Avoid situations where you might be bullied.
- Choose not to bully others. Let others know you think bullying is wrong.
- Ask for help. Report bullying when it happens to you or others.

**Explain:**

- Asking for help with a bullying problem is sometimes a hard thing to do. You may feel embarrassed, or maybe someone has threatened you not to tell. Asking for help is the safe and smart thing to do. Until bullying is reported, nothing can be done about it.
- Do not risk doing anything that could make the situation worse, or get you and others hurt.

**STEP 5: STUDENTS IDENTIFY SOURCES OF SUPPORT AND HELP FOR BULLYING PROBLEMS****Ask & discuss: Where can you go for help with a bullying problem? Summarize:**

- A friend
- Your parents
- A teacher or other caring adult.

**Explain:**

- Along with all the other people you named, you can come to me. I will help you to be safe and respected wherever the bullying is occurring.

**STEP 6: STUDENTS IDENTIFY THE REWARDS OF HAVING A SCHOOL WHERE BULLYING IS NOT TOLERATED****Ask & discuss: What would be the rewards of having a school where bullying is not tolerated? Summarize:**

- Kids would feel safe.
- Kids would feel like they belonged.
- Kids would feel comfortable enough to learn and try new things.
- Kids would learn how to treat others now and in the future.

**STEP 7: PERSONAL SAFETY FOR YOUNGER YOUTH (Eliminating the Opportunity)****The 3 I's**

- **Intuition** (premonition or feeling about the situation)
- **Instinct** (psychological, precognitive reflex)
- **Intelligence** (decision making process based on experience or knowledge as to what is going on or what you are going to do)

## The 3 D's

- **Detect** (avoid situation)
- **Defuse** (in the situation: avoid potential danger)
- **Defend** (to the end: personal and situational) (situation or danger can't be avoided, it must be dealt with)

The 3 T's: Personal Body Weapons & Target Areas (Instructor will explain & demonstrate)

- **Tools** (elbow, fingers, teeth, palm of hand, knee, shin, etc.) **hitting**
- **Targets** (chin, eyes, groin, face, hands, body, legs, etc.) **equals**
- **Tactics** (hitting elbow to chin, fingers to poke out eye, bite to the hand, knee to groin, etc.)

## Old McDonald's Farm "E. I. E.I. O."

**Evaluate:** Formulate a plan of action for different scenarios

**IN** various...

**Environments:** Train in the environment where attacks occur, i.e. bathrooms, stairways, doorway, car, sidewalks, etc. Most (70% – 80%) attacks are committed by people known to the victim and in places familiar with the victim. If **you** had to attack **you**, where would you plan the attack? What kind of 'Murphy Moments' could occur. Can you change that now?

**Improvised Weapons:** Whatever you can pick up, touch, push, throw, drop, etc. to hit the attacker with can be used as a weapon. A balled up piece of paper (whatever the imagination can come up with) can be used in a manner that will create that psychological shift needed to work on your escape.

**Opportunity for Escape:** Not that we can plan on where or how the attack will occur, we can however in some instances narrow it down to locations the attack will most likely occur and plan escape routes for these locations. By planning escape routes in these places you are also increasing your observation skills for determining escape opportunities in other places. You should always be thinking of escape routes when entering a place unknown to you.

---

## Abduction Prevention

Use same Self Defense principles and add running up the steps motion of defense if grabbed.

---

RESOURCES:

National School Safety Center: Bullying in Schools; Fighting the Bullying Battle, 141 Duesenberg Drive, Suite 11, Westlake Village, California 91362, 805 373 9977, [www.schoolsafety.us](http://www.schoolsafety.us) 2006

Blauer, Tony: S.P.E.A.R. SYSTEM Fundamentals Coach Lesson Plan, Victoria Str. Westmount, PQ Canada 2006

Young, Troy: EYE 2 I's; Youth Exercising Survival Rights, Garner, NC 27529 2007