

D.A.R.E.[®]

Supplemental

**Bullying Prevention
Lessons 1 and 2**

Revised edition: 02-27-2006

DARE Officer

Lesson Outline/Notes

D.A.R.E.[®]

Supplemental

Bullying Prevention

Lesson 1

D.A.R.E. Officer outline and notes

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Page 1

BULLYING**Goals for students**

- To develop basic knowledge and understanding of bullying
- To understand the basic concepts and impact of bullying behavior
- To identify adult support systems in their school
- To develop safe reporting techniques in the school environment

Objectives**Students will:**

- Describe the what, when, where, why, and how of bullying behavior
- Identify and gain understanding of key words used to describe bullying
- Recognize the two main types of bullying behavior and identify specific examples
- Identify adult support systems in their school and the importance of being part of a supportive school community
- Generate ways to safely report bullying
- Work with a partner to create a story and offer advice to someone who witnesses bullying
- Identify ways to support someone who is being bullied

Preparation

- Review the lesson plan.
- Print required copies of this supplemental lesson prior to class.
- Review the lesson and supplemental lesson with the classroom teacher.
- Obtain the lesson and work sheets prior to class for each student.
- Find out from the school administration what safety reporting systems are in use at the school.

Lesson Structure

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|---|------------------|--------------------------|
| • Activity 1: Introduction “What is Bullying?” | (10 Min.) | Large Group |
| • Activity 2: Word Search | (10 Min.) | Pairs/Large Group |
| • Activity 3: Types of Bullying | (10 Min.) | Large Group |
| • Activity 4: Story Challenge | (10 Min.) | Teams/Large Group |
| • Activity 5: Review and Close | (5 Min.) | Large Group |
| • Activity 6: Good Citizen Report (optional extended activity for teacher to lead) | | Large Group |

INTRODUCTION - What is bullying?**LARGE GROUP****DISPLAY OVERHEAD What, When, Where, How, Who, Why**

Ask a student to read “What is bullying” from page 1 of the student materials.

Say “Think of a time when you have seen someone being bullied. I want you to answer these questions in your mind, but do not say anything out loud. What did you see? When was it happening? Where did this happen? How did these kids get away with it? Who else saw this happen?”

Ask “Why do you think kids bully others?” Call on several students for answers.

Ask those students who answered, “If this was happening to you, would you be okay with the bullying?”

Ask “How does it make you feel when you see someone who is being bullied?”

(Possible answers: upset, guilty because they didn’t report it, sick, feel like they deserve it, etc.)

Define bullying by having students read the rest of the definitions: When, Where, How, Who, and Why of bullying on page number 1. **Answer** any questions about the definitions.

Ask “Do you think students who are being bullied can get out of the bullying by themselves?”

Ask students to explain their answers – why or why not.

Ask students, “If students could keep others from bullying them without help, don’t you think they would?”

ACTIVITY 2 (10 MIN.)

PAIRS/LARGE GROUP**Word Search Activity**

Ask the teacher to put students in pairs to work together on the next activity.

Ask the teacher to select a student to read the word search directions aloud.

Time the students for four minutes as they work in pairs to locate as many words as possible.

Suggest to the pairs that one student find the words listed for “Partner 1” and the other student find the words listed for “Partner 2.” (In classrooms with an odd number of students, have one group of three and have each person in that group search for 8 words.

Call time at the end of four minutes and tell the students to put their pencils down. Ask each student to add up the number of words he or she found on *his or her own worksheet* and to then total the number of words each team found.

Say “Raise your hand if you found *on your own worksheet* 5 to 11 words.” “Raise your hand if you found 12 or more words on your worksheet.” “Now raise your hand if *you and your partner* found over 15 words.”

INTRODUCTION - What is bullying?**LARGE GROUP**

Say “Do you think it would be possible to find all 24 words in four minutes by yourself?”

Clarify any positive responses by pointing out that each of the students already had that chance and that no one was able to find them all on his or her own.

Say “Any job is easier when you have help, and now I am going to help you find the rest of these words by displaying the answers on the overhead. You have exactly two minutes to find any remaining words on your worksheet.”

Time them for two minutes. Nearly everyone will be finished by the end of two minutes, but there may be a few students who have not finished. Leave the overhead on and **tell** the students that there are eight highlighted words on the transparency.

Explain the meaning of these eight words and tell the students that all of the highlighted words will be used in Activity 4 - The Story Challenge.

Definitions:

Bystander: someone who just stands by and watches the bullying, but does nothing to help

Power and Control: are the words used to describe WHY someone would want to bully others. Students who bully others enjoy being in charge, and they have a certain social status that many of them would be willing to fight for to preserve. Students who bully are sometimes seen as among the most popular students in the school.

Abuse: treating someone in the wrong way

Followers: Students who bully often have a support group of two or three followers. These students are willing to stand by the student who bullies, and they sometimes help bully others.

Good citizen: This is a person who would do the right thing to help someone who is in need. A good citizen would use safe reporting techniques to stop bullying but should not be expected to place himself or herself in danger to stop the bullying behavior. A hero is someone willing to lay down his or her life for another, but students do not need to be a hero to stop bullying – they just need to know a safe way to make a report to an adult.

Take a stand: Martin Luther King, Jr. said, “In the end, we will remember not the words of our enemies, but the silence of our friends.” Taking a stand is what we do when we have compassion for our fellow human beings.

Cyber bullying: This form of bullying occurs through the use of technology. For example, cyber bullying can be done through instant messaging, e-mailing, text messaging with cell phones, or even by taking pictures with a cell phone or digital camera with the intent to embarrass or humiliate the victim later.

INTRODUCTION - What is bullying?

LARGE GROUP

Process the Word Search activity

Say “Today you have experienced something that many students who are being bullied never get to experience – working with a friend! Most kids who are being bullied don’t have even a single good friend! And when you are in middle school and high school, you need many friends. Even one or two friends aren’t enough because you may have different schedules and not get to see your friends during the school day!

Ask “Why do you think you did better on the word search with your partner than you did on your own?”

Say “Just as it is easier to accomplish a difficult task with a friend’s help, it is easier to stand against bullying behavior when two or more people are standing together.”

Remind the students about when you talked about “strength in numbers” and the importance of friendships in lesson 6 of the DARE book. Quickly **review that concept**.

Ask “Why do you think it is safer for two or more people to be together in a public place?”

ACTIVITY 3 (10 MIN.)

LARGE GROUP

Show the overhead or write on the board the two primary types of bullying – direct and indirect bullying. **NOTE:** All bullying is either direct or indirect; the main difference is that direct bullying is done directly to the victim by the student who bullies. Indirect bullying occurs through the Internet, gossip, other supporters, etc.

Conduct a discussion about the two different types of bullying.

Ask the students if they see any differences between direct and indirect bullying. (Possible answers: indirect is usually sneaky, gossiping, or getting someone else to do the dirty work.)

Ask the students if they can think of other ways kids bully?

Ask the students if there is ever a “good reason” to bully someone?

Follow up on any responses and have the students explain the reasons for their answers.

Initiate the discussion by asking “If you were the student being bullied, would you be okay with your answer?” **Ask the student to explain** – why, or why not?

Ask “What do you think you should do if you see someone being bullied?”

Provide your contact information. Ask the students if they know how they would contact you if they need to report bullying to you. Tell them that there are quicker ways to make the report that could get help for the student who is being bullied.

ACTIVITY 3 (10 MIN.) (Continued)

S-LESSON 1

OFFICER
NOTES:

NOTE: Before conducting the safe reporting activity—find out from the school administration what safety reporting systems are in use at the school.

Say “Now let us think of some ways to report bullying at our school.”

Solicit different ideas from the students how to safely report bullying. **Stress** that there are ways to report bullying or other safety concerns without having to give their name.

Suggest that they could:

- drop a note in the school library book return
- send an e-mail to the principal or to their teacher
- write a note to the teacher in their journal
- leave a note for the teacher on his/her desk
- leave a note for the school counselor
- call the school safety hotline number

ACTIVITY 4 STORY CHALLENGE (10 MIN.)

LARGE GROUP/PAIRS

Think, Pair and Share: Direct students to work on the Story Challenge.

Read the directions to the students before beginning the activity or call on a student to read the directions. Emphasize that EVERY word will be used in the story, and students are to select the best answer from the word list.

Think: The students should first work on their own without a partner to create the story from the word list provided and to write down two or three ideas they could use to offer advice to someone who witnesses bullying.

Pair: Next, the students are to work with a partner and compare their stories to see if they have similar answers.

Share: Call on a student to read the story and share advice on what to do when they see bullying happen. (**NOTE:** The classroom teacher will often want to continue sharing and discussing the ideas the students have developed after you end the lesson!)

ACTIVITY 5 (5 MIN.)

LARGE GROUP

REVIEW AND CLOSE

Review the lesson by calling on several students to state what the two main types of bullying are called. (They are “direct” and “indirect.”)

Ask how someone could “safely” stand against bullying when they see it happen. (Remind the students that they wrote down some of these ideas when they completed the Story Challenge. These suggestions can be used when they complete the following Planner Entry for Lesson 1)

Planner Activity – Ask the students to complete Lesson One on the planner sheet.

Your planner entry will be:

- List three “safe ways” to report bullying.

Thank the students and let them know you look forward to continuing this discussion during the next lesson.

Say “During the next lesson we will use the DARE decision-making model to better understand what to do about bullying when we see it happen.”

ACTIVITY 6 (OPTIONAL TEACHER-ASSIGNED AND TEACHER-CONDUCTED EXTENDED ACTIVITY)

Good Citizen Interview

This activity is designed for the classroom teacher to conduct and was created to extend the lesson by involving parents or guardians in the learning process.

Process the activity Students are asked to interview a parent or guardian and ask them if they EVER had a good citizen help them. The students are to write a report narrating the details of the incident. This report should be read in class by the student sometime before the next supplemental D.A.R.E. bullying prevention lesson takes place.

The teacher should facilitate a discussion AFTER all participating students have read their stories by asking some of the following questions:

- “Students, in all the stories that were read today, were any of the good citizens forced to do what they did to help your parents?”
- “Why then, do you think the good citizen did what they did?”
- “Do you think any of the good citizens might have been inconvenienced by helping your parents?”
- “How long do you think your parents will remember what the good citizen did for them?”
- “You will be remembered by someone you have helped for the rest of that person’s life!”

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Supplemental

Bullying Prevention Lesson 2

D.A.R.E. Officer outline and notes

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BULLYING**Goal for students**

- To determine student readiness to identify and stop bullying behavior
- To work in groups to determine classroom readiness to stop bullying
- To understand the difference between conflicts and bullying
- To use the D.A.R.E. decision-making model to apply skills related to safely reporting bullying

Objectives**Students will:**

- Evaluate their readiness to respond to bullying behaviors
- Work in a group situation to discuss their class readiness to respond to bullying behaviors
- Discuss difference between conflict and bullying situations
- Identify ways to resolve a conflict
- Use the D.A.R.E. decision-making model to resolve a conflict situation
- Use the D.A.R.E. decision-making model to appropriately respond to bullying situations

Preparation

- Print required copies of this supplemental lesson prior to class.
- Review the lesson plan.
- Review the lesson and supplemental lesson with the classroom teacher.
- Obtain the lesson and work sheets prior to class for each student.

Lesson Structure

- **Activity 1: Stand Against Bullying Thermometer** (20 Min.) **Teams/Large Group**
- **Activity 2: Using the D.A.R.E. Decision-making Model** (15 Min.) **Individual**
- **Activity 3: Review and Close – Planner Activity** (10 Min.) **Large Group**

STAND AGAINST BULLYING ACTIVITY**INDIVIDUAL**

Provide each student a copy of the *Stand Against Bullying* assessment sheet.
(Download and make copies of materials prior to class.)

Read instructions to the students. Tell the students that the time limit for this activity is *seven minutes* to complete the worksheet. The students should work on their own and then total their score at the bottom of the activity sheet. They should color in the thermometer if they finish early. (Note: If you have students in your classroom with reading difficulties, consider reading each question aloud and having the students complete each question together.)

Call time after seven minutes have passed. Encourage any students who have not yet finished the worksheet to compete it quickly.

ACTIVITY 1 (Continued)

TEAMS

Provide all the following instructions *before allowing the students to move to their teams!*

Tell the students that they will now be working in their teams and they need to bring their activity sheet with them when they move to their group or remember their worksheet score. **Make sure that students have scored their sheets BEFORE they move to their group!**

Assign one person from each team to bring a calculator.

Say “You will have *three minutes* to complete this challenge. You are to add all the scores together for all the members of your group and determine your team score.”

MOVE STUDENTS TO THEIR TEAMS NOW.

Call time after three minutes have passed and record each team’s score on the board **BEFORE** asking the students to return to their seats.

Tell the students to now return to their seats. (Note: It is not necessary to identify which team has the highest score, but place the scores on the board so the total scores can be summed during the next step.)

ACTIVITY 1 (Continued)

LARGE GROUP

Ask the students in the class who have calculators to total all the individual team scores on the board. Check with several students to see if they have similar answers for the total score.

Next, **ask** the students with calculators to divide this number by the number of students present in the classroom taking the survey. *This becomes the “classroom readiness score.”*

(Note: Be prepared to average these scores if the students are not able to.)

ACTIVITY 1 (Continued)

S-LESSON 2

OFFICER
NOTES:

Facilitate a discussion about the current condition of the class readiness score to stop bullying.

Ask the students if they think the score is as high as it needs to be. **Ask** “why” or “why not?”

Ask the students what they want the score to be if they were being bullied.

Ask the students to PRIVATELY compare their individual score with the classroom score to see how prepared they are themselves – compared to the class score – to help stop bullying..

Tell the students to put a star by any situation on their worksheet that they think they could work on to raise their individual score.

Point out that we can all do a better job of dealing with bullying if we just recognize where we need to improve.

Ask selected students what could be done in their school to increase their readiness score?

Write student answers on the board. Leave the answers on the board to assist students with ideas as they complete the DARE Decision Making Model during Activity 2.

ACTIVITY 2 (15 MIN.)

LARGE GROUP

USING THE DARE DECISION-MAKING MODEL

Quickly review the D.A.R.E. decision-making steps.

Call on a student to read Situation 1.

Ask the students to use the D.A.R.E. decision-making model to complete Situation 1.

Facilitate a discussion of the students’ answers over Situation 1. Be certain that responses include safe reporting techniques. Answers that involve using violence, such as hitting the student who bullies with their fists, is advice that children sometimes receive from a parent. Explain that this is not an appropriate response because that response could get them in trouble for fighting or for battery.

DISPLAY OVERHEAD Stop, Look, Listen, and Respond

Ask students to read from the front of the classroom the description of each step:

Stop. Rather than just responding to the situation, it is better to **assess** the situation. Angry feelings can occur when we deal with conflict. Using anger almost always makes things worse. So, stop and try to relax by taking a deep breath or doing anything that helps you think about what just happened rather than rushing in to make a decision.

Look. Look at the faces of the people involved in the conflict situation – including your own. Our faces speak volumes about how we are feeling. Ask yourself if this is the best time to discuss how you feel with this person right now.

Listen. Hear the other person. Often this is the best way to **define** the problem in the first place. A good thing to say early on in the conflict is, “I am willing to hear your side of the story and not interrupt you, and it is only fair that once you have had your turn, you will listen to my side of the story and not interrupt me.”

Respond. After you stop, look, and listen, you should be able to make a better decision about how to respond. Try to **evaluate** your response before you act on it. Ask yourself if this is the best solution for this situation. A good response is one that doesn’t hurt anyone and that you could use in another conflict situation.

Ask the students if they see any similarity to responding to a conflict and to the D.A.R.E. decision-making model?

Call on a student to read Situation 2.

Ask the students to use the D.A.R.E. decision-making model to complete Situation 2.

Facilitate a discussion of the student’s answers over Situation 2. (Note that Situation 2 is different from Situation 1 because this story has more to do with a disagreement than it does bullying. Situation 2 is a conflict unlike the bullying we just read about in Situation 1.)

Ask students if they might respond to a conflict, or a disagreement, differently than they might respond to a bullying situation? Ask why or why not?

Ask which situation would nearly always require an adult to help stop the behavior from continuing? (Situation 1 - Bullying)

Ask which situation would be easier to deal with – bullying or a conflict? **Follow up** by asking the students why they believe that.

Ask if they think more people have conflicts or more people are bullied at their school?

Say “Whichever situation you have the most experience with is what you will know best how to respond to. Because you have less experience with bullying, it is important to learn from these lessons the best ways to deal with it.

Remind the students that disagreements and conflicts are part of life and sometimes can be solved by using conflict resolution methods. Another method would be to state what happened using “I” statements like, “**I feel like** you are abusing our friendship **when you say** you won’t be my friend unless I let you copy my math homework, **because a true friend** does not use their friendship to hurt someone they care about.

Remember, a true friend doesn’t threaten not to be friends with someone when something doesn’t go their way.

ACTIVITY 2 (Concluded)

S-LESSON 2

**OFFICER
NOTES:**

Ask “Who is the one who ultimately determines if the situation is bullying? (Answer: The student who is being bullied.)

Say “We can prepare ourselves to be better witnesses and to be watching for bullying situations in our school. It is a good idea to mentally rehearse what you would do if you see it happening.”

ACTIVITY 3 (10 MIN.)

LARGE GROUP

D.A.R.E. PLANNER ENTRY

Ask the students to complete the Lesson Two planner sheet.

Your planner entry will be:

- What are two steps you can take to help reduce bullying in your school?

Remind the students that they placed a star by those items they thought they could work on during the first activity.

Thank the students for their attention during these two important supplemental lessons. Tell them that you were pleased to hear all the great ideas about helping those that are bullied.

REVIEW AND CLOSE

Remind the students that these lessons are just a start to help make their classrooms and school safer. Provide them the National Bullying Prevention website address, www.stopbullyingnow.hrsa.gov and the Net Smartz website at www.netsmartzkids.org.

Say “Just because our D.A.R.E. classes are over and the D.A.R.E. box is gone does not mean you cannot contact me when there is a problem or when you, or someone you know, needs help.”