

Bullying Prevention Month

Boys Town Press & Training

Activities to teach students the difference between teasing and bullying, how to be a good bystander, and more!



See Something, Say Something

Instructions:

1. Pass out the "See Something, Say Something" worksheet.
2. Discuss what "See Something, Say Something" means and how that is different than tattling or snitching.
3. Have students create their own posters in the space provided.



See Something, Say Something

A large, empty rectangular box with a double-line border, intended for drawing or writing. The box is centered on the page and occupies most of the page's area.

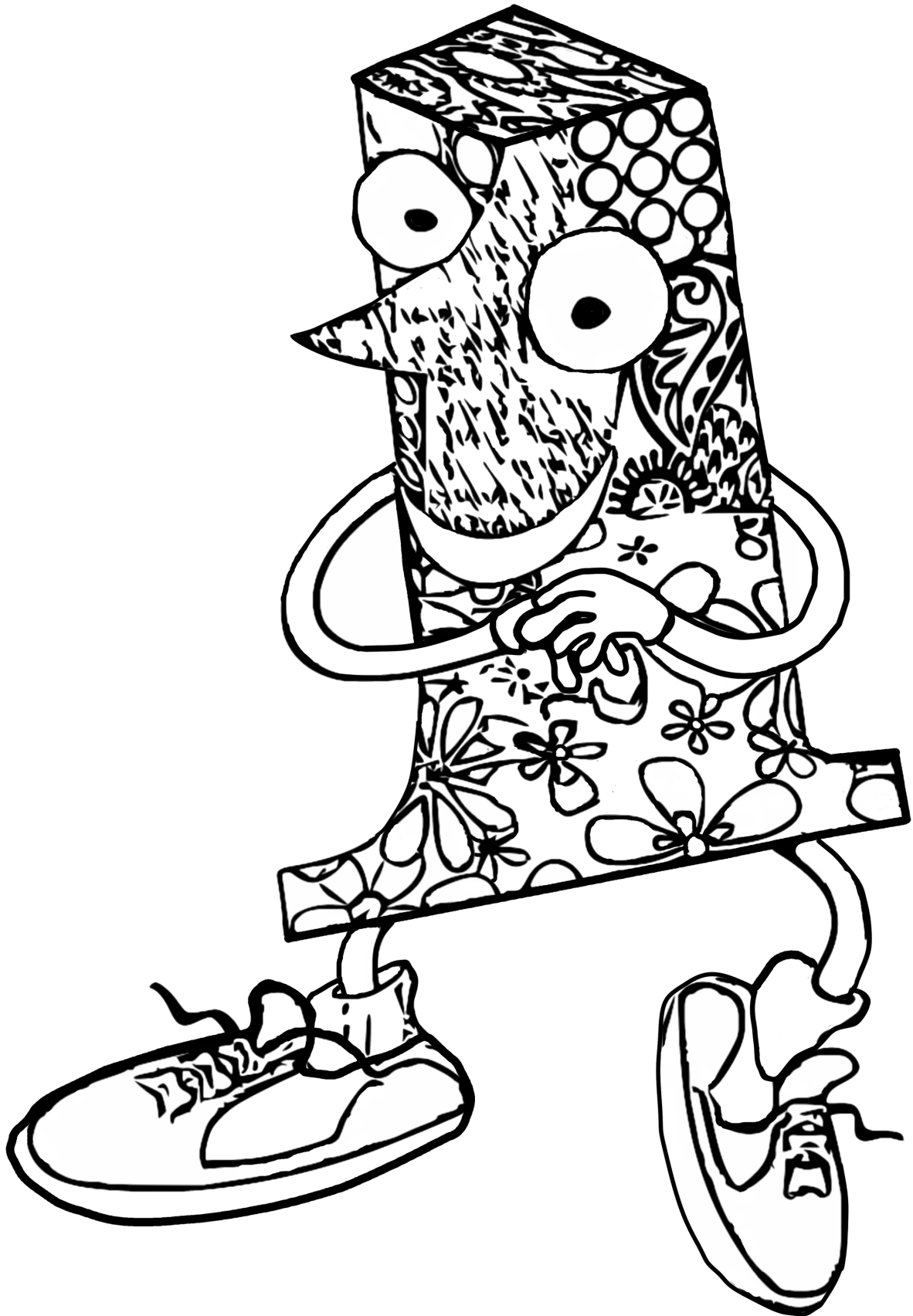
Is the Tease Monster a Friend or a Foe?

Instructions:

1. Pass out the "Is the Tease Monster a Friend or a Foe?" coloring packet.
2. Talk with students about how One of a Kind was having trouble understanding the differences between friendly teasing and mean teasing so his mom explained some of the difference to him.
3. Discuss how dealing with the Tease Monster is just a part of life and it is important to know about the differences between nice teasing and mean teasing. In your discussion, share that mean teasing bites are negative and come from someone who may want to embarrass you or make you feel bad on purpose; while nice teasing can be fun, and adds to your friendship.
4. Have students color their pages and then also draw their own version of a Nice Tease Monster on the blank sheet.



One of a Kind



Is the Tease Monster a Friend or a Foe?



Is the Tease Monster a Friend or a Foe?



What Does Your Nice Tease Monster Look like?

One of a Kind's Nice Tease Monster needs a friend.
Draw a friend for Nice in the box below.



He's Not Just Teasing... He's Bullying!

Instructions:

1. Pass out the "He's Not Just Teasing... He's Bullying!" worksheet.
2. Talk with students about the difference between teasing and bullying.
3. Have the students complete the worksheet by deciding if each situation is teasing or bullying then explaining why they think that.
4. As a group or in pairs, have students discuss their answers.



He's Not Just Teasing... He's Bullying!

Directions: Read each situation carefully. Decide if it is teasing or bullying and circle your answer. Explain why you chose your answer on the lines provided.

Malcolm still has his Language Arts workbook out when the class moves on to journaling. Nita, Malcolm's good friend, giggles and says, "Hello, anyone there? We're doing our journals now."

Teasing

Bullying

Using a harsh tone of voice, Joe says to Malcolm, "Mrs. Armstrong would let us have fun if you weren't such an idiot. We're always waiting for you to catch up or stop talking!" This is something Joe has been doing more and more often.

Teasing

Bullying

Joe snickers every time Mrs. Armstrong has to tap Malcolm's shoulder or desk to remind him to pay attention.

Teasing

Bullying

Sometimes when Malcolm and his friends play soccer, he'll miss a ball or make a bad play. His friends will imitate their teacher and say, "Malcolm! Pay attention!" in a funny teacher voice.

Teasing

Bullying

Bullying Prevention Bingo

Instructions:

1. Pass out the "Bullying Prevention Bingo" worksheets. Have students cut out the markers so you can play bingo more than once by reading the prompts in different orders. Then, have the students number each box 1 to 24 in a random order.
2. In a random order, read each of the prompts, making sure to read the number with them. Have the students mark the box containing that number. For example, the teacher might start with, "#17, Lonely" and the student would mark off #17 on his or her BINGO card.
3. For each prompt, have a student identify which prompt group it belongs in. (For example, if the prompt is "Uncomfortable" the child might respond with something like "Being bullied feels...")
4. The game is over when a student has five boxes in a row marked.



Bullying Prevention Bingo

Examples of bullying

1. Purposely leaving someone out.
2. Repeatedly making unkind jokes.
3. Physically hurting someone or threatening him or her.
4. Laughing every time someone makes a small mistake.
5. Getting friends to call someone an unkind nickname.

How to respond to being bullied

6. Tell a teacher or a trusted adult.
7. Ask your friends for support.
8. Avoid the bully when you can.
9. Stand up for yourself.
10. Don't get upset/angry. That can make it worse.

Why someone might become a bully

11. Have been the victim of bullying.
12. Want attention.
13. Makes them feel powerful.
14. Aren't aware they are being a bully.

Being bullied feels

15. Uncomfortable
16. Hurtful
17. Lonely
18. Confusing
19. Upsetting

Ways to help someone who is being bullied

20. Show the bully that you support the victim.
21. Help find good resources on how to deal with bullying.
22. Support him or her by listening.
23. Report the bullying to a trusted adult.
24. Don't support the bully by laughing or joining in.

Bullying Prevention Bingo

Directions: Mark the box with the number of the prompt being read. Be prepared to answer to which of the categories below the prompt belongs.


Examples of bullying

How to respond to being bullied

Being bullied feels...

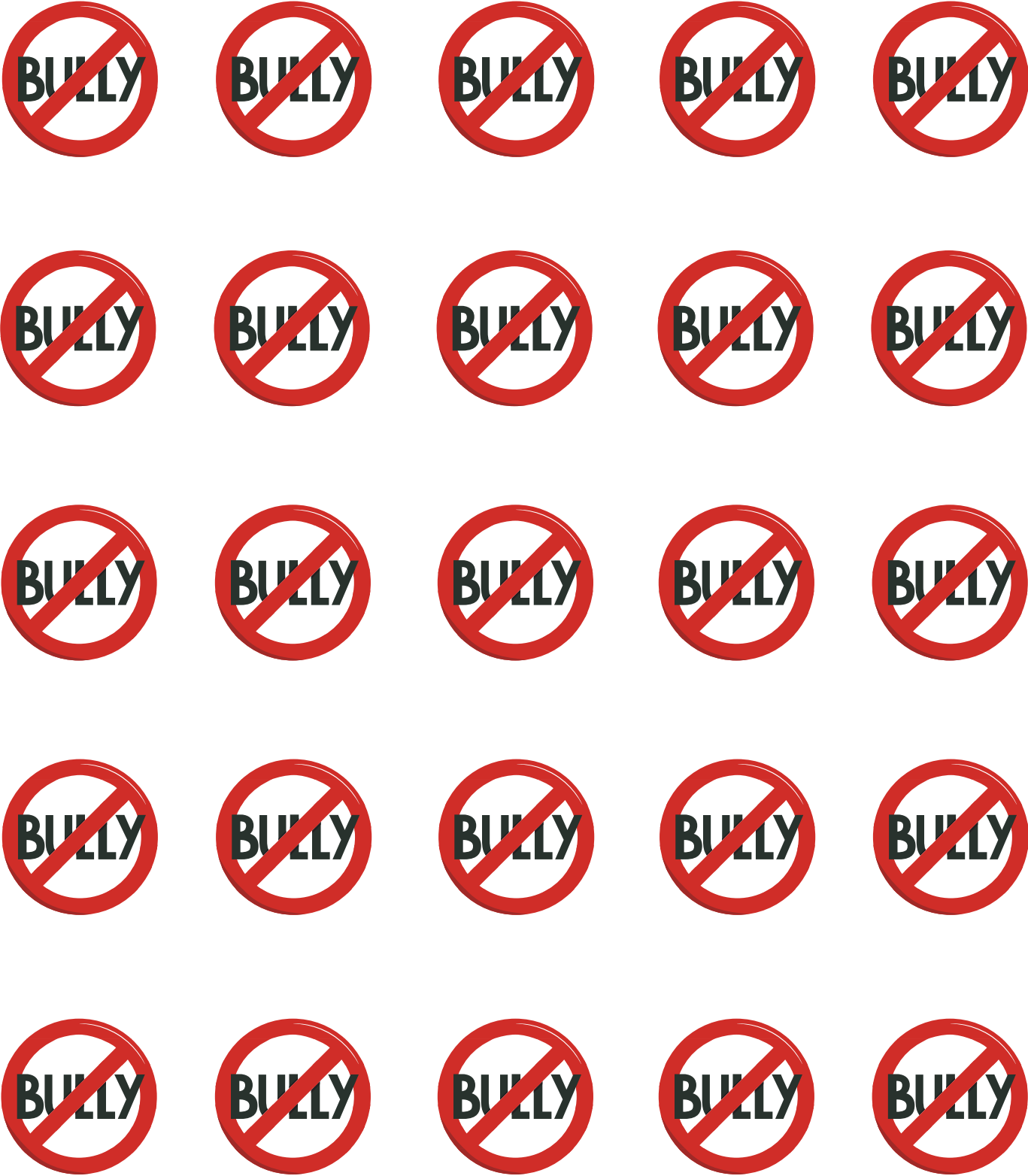
Why someone might become a bully

Ways to help someone who is being bullied

B	I	N	G	O
		Free Space 		

Bullying Prevention Bingo

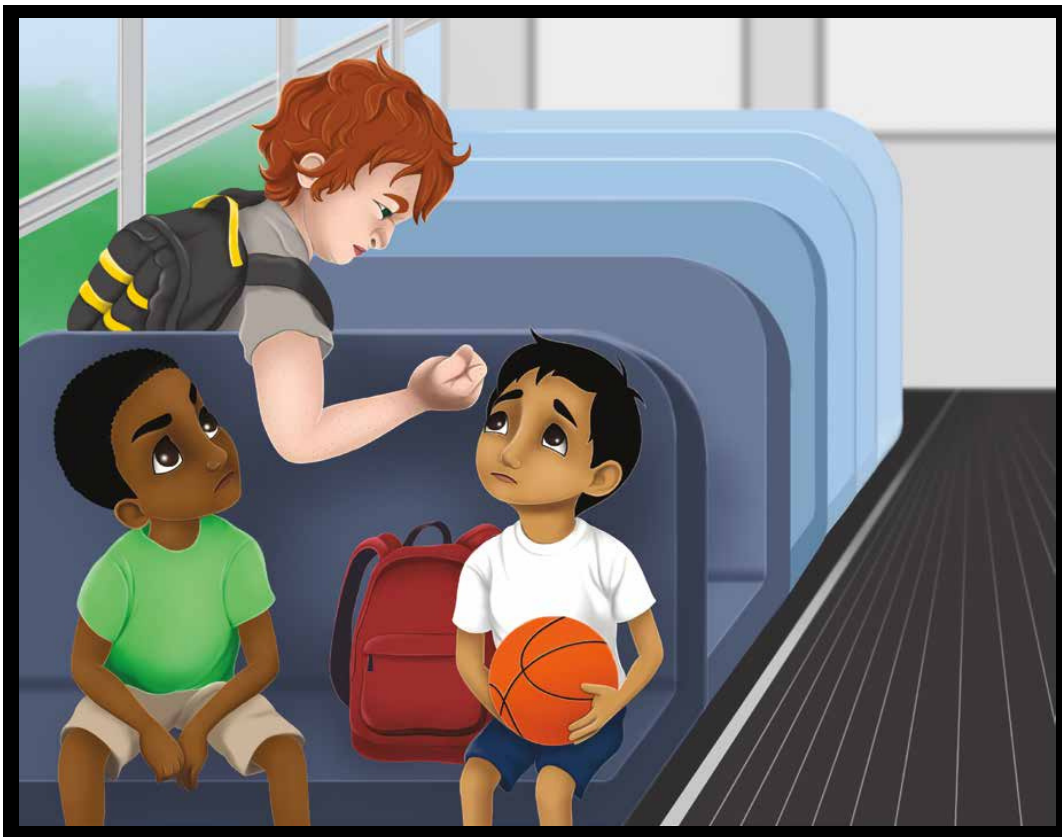
Directions: Carefully cut out the anti-bullying signs. These will be your markers for bingo.



Being a Bystander

Instructions:

1. Pass out the "Being a Bystander" worksheet.
2. Tell students about Sammy's hard time being a bystander (described below).
3. Have students complete the worksheet by reading each situation and writing down what they would do to be a helpful bystander.
4. Discuss responses in a group or in pairs.



Sammy has a problem. His friend is being bullied and he doesn't know what to do! He doesn't want to be a snitch but he also doesn't want his friend to get hurt. After seeing a "See something, say something" poster, Sammy decides to go to the school counselor for help. He realizes that was the right choice when the bullying stops.

Being a Bystander

Directions: Read each prompt carefully. On the lines below, write how you would be a helpful bystander.

A classmate tells a mean joke about your friend. You can see that your friend is upset.

Every day during recess, Joni excludes Maria from whatever your group of friends is playing. Joni always has a mean reason like Maria being too short or too slow to join.

You overhear a classmate talking about beating up another classmate after school. Nobody else seems to be planning on doing anything to stop it.

Ron doesn't seem to have any friends. He is quiet and sits alone at lunch every day. It seems like he would like to make friends but is just very shy. You aren't sure anyone else has noticed.

You've Just Learned Your Child is Being Bullied... What Can You Do?

By Jennifer Licate, Boys Town Press Author and School Guidance Counselor

It's heartbreaking to learn your child has been the victim of bullying. No matter how you learned this information, be thankful you have it. We sat down with school counselor Jennifer Licate, author of the new easy-read chapter book *He's Not Just Teasing!* and the *Navigating Friendships book series*, for steps parents can follow when they find out their child is being bullied.

Q: After the initial shock of finding out your child is being bullied, what do you suggest a parent should do first?

A: It's heartbreaking for parents to discover their child is being bullied, but getting past the initial emotional response, the first thing to do is to talk to your child about their experiences. Ask your child how he's feeling. Explain what bullying is and assure your child that there's no excuse for bullying. Avoid blaming your child or looking for reasons why he's being bullied and try to stay neutral when he's sharing his experiences. It's hard to see your child hurting but if you respond too strongly, your child may stop confiding in you, so he doesn't upset you.

As part of this conversation, be sure to document any specifics, including dates, where the incident/s occurred and who was present. This documentation should include any evidence of bullying, such as screen shots of cyber bullying.

Q: Okay, so parents have had the discussion with their child, and they've got this information. What comes next?

A: Develop a plan of action with your child. A good way to start this conversation is by asking, "How can I help you?" She may have specific ideas of what she'd like to do. Explore these ideas first. Explain to your child that you're going to work together to take any steps necessary to stop the bullying. Tell your child you want her to be physically and emotionally safe. This conversation will demonstrate your love and support and show her she's not alone in dealing with the bullying.

Q: A plan of action sounds fantastic. What does a plan of action look like?

A: Each situation is a little different, but you want to be sure you help prepare your child how to respond the next time he's bullied. Bullies usually choose victims that easily get upset and don't stand up for themselves. Allow your child to choose how he'd like to respond, based on his comfort level. How will your child show the bully he's not upset? Will he make a remark to the bully or stay quiet but show him through his actions? Role-play these responses to get your child comfortable using these strategies. Your child could also talk to a close friend about the bullying. He could ask his friend for support in either standing up to the bully for him or supporting him when he stands up to the bully. There is power in numbers and your child's friends probably don't know how to help him.

Next, you want to identify an adult your child trusts where the bullying occurs. If she's bullied at school, the school counselor is a great resource. Your child can talk about the bullying, develop strategies, and have a safe place, within the school, where she can take a break, on hard days. If your child can't find an adult she trusts, or if she needs support beyond what the school provides, contact a mental health counselor for additional support to help her through this difficult time.

Q: So a parent has the documentation they initially got from their child's account, what do they do with that information?

A: Research the anti-bullying policy at your child's school or within the organization where the bullying occurs. Did the bully violate any rules of this policy? This will be an important consideration in the next step, which is to **meet with the principal at school** (or the leader of your child's activity where the bullying occurs). During this meeting, try to remain as calm as possible. Share your documentation of the bullying (including any evidence) and discuss how the bully has violated the anti-bullying policy, if applicable. Ask for the principal's support to stop the bullying.

During this meeting, write down the steps the school or organization promises to take to stop the bullying. Be prepared to follow up on the progress toward completion of these steps. Stay in contact with the organization to discuss if the bullying has improved, both from your child's perspective and the teacher's or counselor's perspective. If any new incidents have occurred, you can report them through these conversations.

Q: This all sounds great, so will this for sure put an end to the bullying?

A: Not necessarily, but it will at minimum make sure everyone who needs to know is aware, and you can keep working with your child and the school (or organization) to improve the situation until the bullying stops. Bullying doesn't usually stop through one intervention. Reassure your child that there are steps you can take to stop bullying and you're taking them.

Q: While working through the bullying issue, or even once it's ceased, where does a parent go from here with their child?

A: Look for opportunities to build your child's self-esteem. Most likely, the bullying has negatively affected his self-esteem. Any successes your child has will help raise his self-esteem. These successes can be achieved through activities, positive friendships and/or academics. Also, celebrate the small victories your child has in standing up for himself in social situations. Over time your child will learn that although he can't control how the bully acts, he can control how he responds to the situation.

Q: These are wonderful tips and concrete steps for parents to use when trying to help their child. What if the bullying is more severe or doesn't stop?

A: These steps should improve most bullying situations. However, if you've tried all these interventions and the situation hasn't improved, or has become worse, it's time to move to the next level. There are supports available beyond what I discussed, including contacting the next person above whoever you met with or contacting law enforcement to explore the options available to you. And, if your child has been physically assaulted or threatened, you should immediately contact law enforcement, while following through with the steps I discussed.

Thanks to Jennifer Licate for her time and expertise. To learn more about her latest book series, check out the *Navigating Friendships book series* on the Boys Town Press website.

On Being a Bully Bystander

By Jeff Tucker, Boys Town Press Author and National Certified School Counselor

Though the world of education always remains vigilant to the negative effects of bullying on our students, the month of October brings with it a renewed focus on awareness, action, and advocacy. October is National Bullying Prevention Month, a month devoted to prevention, intervention, and spreading awareness. Great strides have been made in our crusade against bullying in schools in recent years, but we still have progress to make. The National Center for Educational Statistics reported in 2019 that 20.2% of students still report being bullied. That's more than 1 in 5.

According to Pacer.org, school-based bullying programs can decrease bullying by 25%. I may be biased, but I believe that books are fantastic additions to these school-based programs. The right books can be used as interventions to spark courageous conversations in our schools. There are numerous fantastic children's books about bullying on the shelves, most of which tell the story from the perspective of the victim. In recent years, however, I have become increasingly interested in a perspective in addition to that of the victim: the position of the bystander. If 20.2% of students report being bullied, how high must the statistic be for those who *witness* bullying? This interest was part of the inspiration for me writing *My Name's Sammy, and I'm No Snitch*.

When I wrote *Sammy*, I knew that I wanted to present a story from a bystander's point of view, to showcase the unique perspectives and conflicts that come with being in that position. In a school peer culture that denounces reporting to adults, students find themselves caught between a rock and a hard place. Do they tell an adult and risk personal ostracization and potential retaliation? Or do they do what they can to prevent harm from happening? It is incumbent upon us working within schools to encourage students to speak up when they see bullying taking place and then to do everything within our power to ensure their safety and anonymity.

How do we do this? Proactively. We work from the start to develop strong, compassionate, and trusting relationships with our kids, so that when times get tough, they know they have a safe person to turn to.

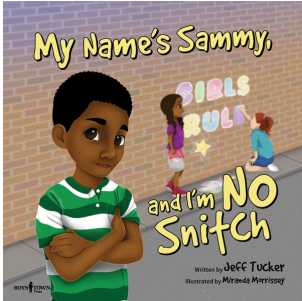
As educators and support personnel, we also must remain cognizant that the realm in which bullying takes place has also expanded and, consequently, so has the role of bystanders. In our world of social media, students are unable to escape onslaughts of provocation even in their own homes. But for the media to be *social*, others have to see it. Therein lie the bystanders. In addition to those who like, comment, or share instances of cyberbullying, there are those who see the posts and are faced with the opportunity to remain silent or to let someone know. Let's help them choose the latter.

This is by no means a call to remove the primary focus away from the victims of bullying. They should always be our foremost concern. What I do ask as we transition into this National Bullying Prevention Month is that we remember to consider the bystanders. Encourage them to speak up, applaud their bravery when they do, and then do everything in your power to protect them.

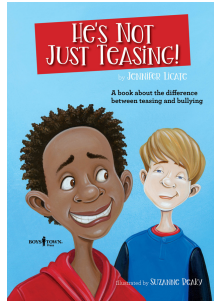
Bullying Prevention

RESOURCES FROM BOYS TOWN PRESS

TITLES



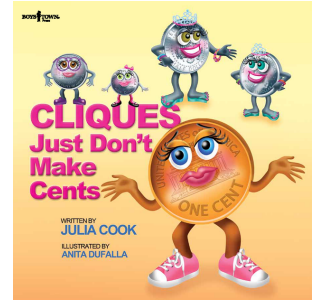
Teach children the difference between snitching & reporting



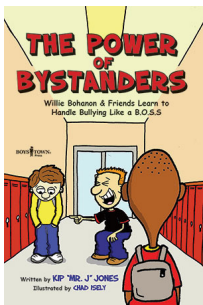
Learn the difference between teasing & bullying



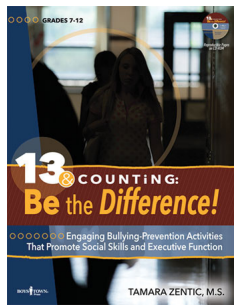
Learn the difference between nice teasing & mean teasing



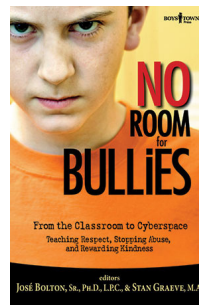
Teach children about cliques & how to build better relationships



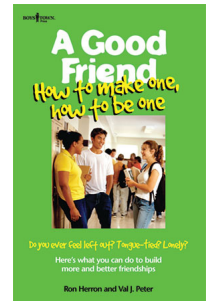
Learn how bystanders can help with bullying behavior



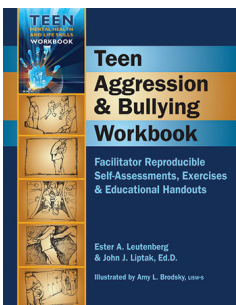
Bullying prevention activities that promote social skills & executive function



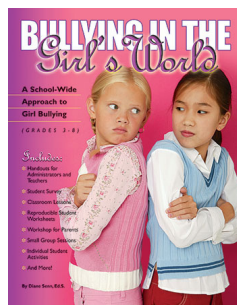
Helpful strategies on what to do when a child is the victim, the bully, or the bystander



Learn how to make & keep meaningful friendships using social skills



Workbook combining two powerful psychological tools: self-assessment & journaling



A school-based approach to girl bullying including lessons, activities, & ideas

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Bullying Prevention Month

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The Boys Town Education Model

Empowering Learning Communities | Transforming Social Climates

ARE YOU IMPLEMENTING THE BOYS TOWN EDUCATION MODEL IN YOUR CLASSROOM OR SCHOOL?

If so, be sure to take advantage of all the resources we have to help you!

- FREE on-demand webinars you can watch anytime
- Low-cost on-demand training to help you practice the teaching interactions, increase your fluency and confidence and learn more about helping children learn skills and develop their social and emotional competencies.
- Free Social Skills Lesson Plans
- Check out the Boys Town Press for additional resources and books that are designed to support behavior change and skill teaching.

We have many options to meet your needs! The first step is to just have a conversation to talk about your goals and needs. We help you develop a plan that can range from attending an on-campus national workshop to having Boys Town Trainers come to you to train staff, trainers, and consultants. Just like behavior interventions and supports it is not one size fits all.

If you want to learn more about our Model and tools, be sure to visit our website. We have webinars, articles and resources with information on how our model can help you build social and emotional competencies in all students to improve school culture and build positive relationships.

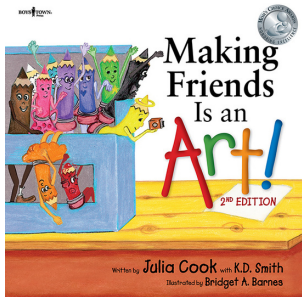


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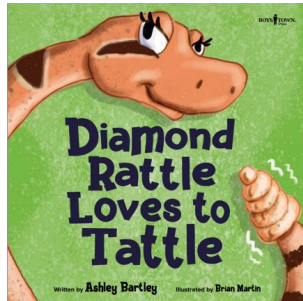
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IMPROVING CHILDREN'S BEHAVIOR THROUGH ENTERTAINING STORIES

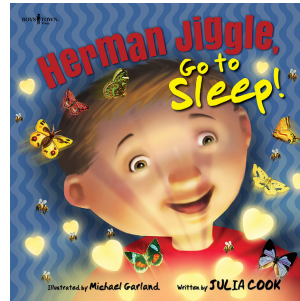
NEW TITLES FALL 2020



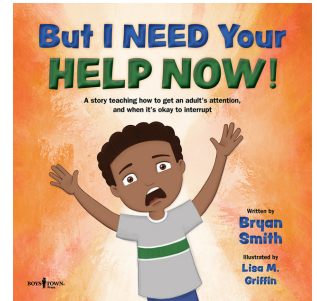
Celebrate the many talents of others



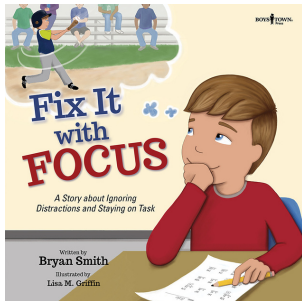
Learn the difference between reporting & tattling



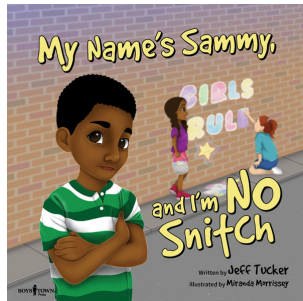
Help your child with their bedtime routine



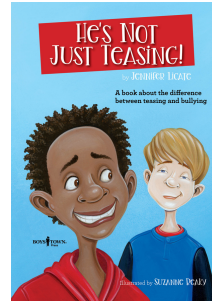
Teach children how & when to get an adult's attention



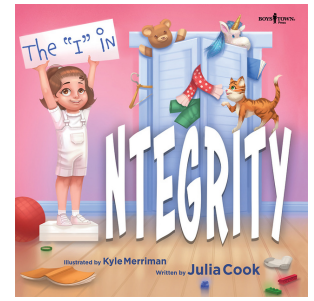
Learn to ignore distractions & stay on task



Teach children the difference between snitching & reporting



Learn the difference between teasing & bullying



Learn about using integrity & doing the right thing

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give practical, real-world skills you can use to manage behavior, build strong relationships, and teach social skills to children.

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