



Bullying is Never Okay

Ages 9-12

Total Time: 2 Hours

PART 1: Icebreaker

PART 2: What is Bullying?

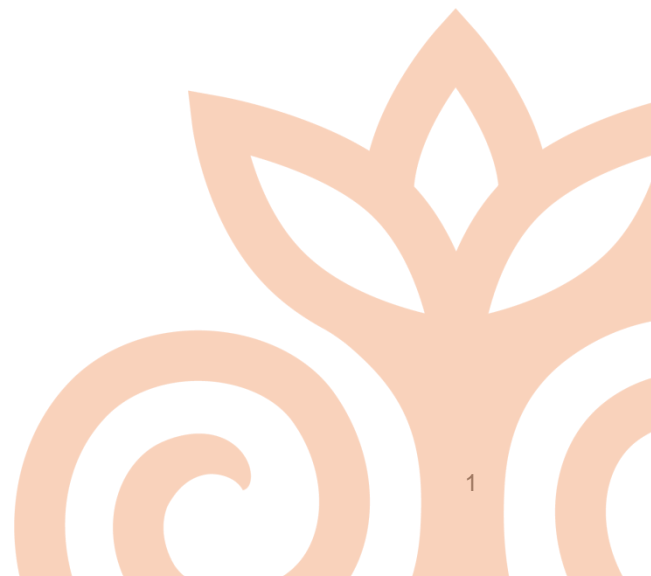
PART 3: Dealing with Bullying

PART 4: Follow-Up Activities

ANNEXURE 1: Pledge Card

ANNEXURE 2: Evaluation

ANNEXURE 3: Where do you feel Safe/Unsafe?





Part 1: Icebreaker

Time:

10 Minutes

Objective:

Participants will observe a visual demonstration of the impact of bullying behavior.

Materials:

- Strip of paper, tape
- Tube of Toothpaste

Techniques:

- Ice Breaker

TRAINER INSTRUCTIONS:

1. Tape a strip of paper on the table. Ask for a volunteer to come to the front of the room. With a tube of toothpaste, have the volunteer run a bead of toothpaste on the length of the paper. Now ask the participant to put the toothpaste back in the tube. Obviously, it can't be done. Explain that this is an example of how hurtful words once spoken cannot be taken back. Bullies say or do hurtful things frequently and need to know the impact that their words/actions have on their victims.



Part 2: What is Bullying?

Time:

1 Hour

Objective:

Participants will understand the types of bullying, who bullies and why, and share bullying experiences they may have had.

Materials:

- Book “Stop Picking on Me” by Pat Thomas
- Paper
- Markers/crayons

Techniques:

- Group Discussion
- Art Activity and Discussion

TRAINER INSTRUCTIONS:

1. Read the book “Stop Picking on Me” aloud to the group. Then facilitate discussion around the following topics while referring back to the book as needed:
 - What is bullying?
 - *Definition: one person is intentionally hurting another with words or behavior, and the behavior is done on purpose, the person being hurt has a hard time making it stop, and the kids who are doing it have more power (they might be older, bigger, stronger, more popular, etc.)*
 - *Types of bullying: Physical (pushing, kicking, hitting), Verbal (teasing, mean jokes, name calling), Emotional/Feelings (leaving someone out on*

purpose, telling lies about someone), Cyberbullying (using technology to hurt someone by spreading lies about them, calling them names, etc.)

- Who bullies?
 - *Bullies look like everyone else. Anyone can be a bully.*
- Why do people bully?
 - *There are many reasons. Sometimes children become bullies when they were bullied, sometimes they see others bullying and they look like they're enjoying it, sometimes they have trouble following rules, sometimes hurting others makes them feel stronger.*
- Who gets bullied?
 - *Anyone can get bullied*
- How should you deal with a bully?
 - *Know that you do not deserve what is happening*
 - *Tell someone: your house parents, social worker, a teacher or trusted adult.*
 - *With that adult, develop a plan about how you can respond to the situation.*
 - *With the help of an adult, decide how other children might help when you're in that situation.*

(Trainer Note: more specific strategies will be discussed in the next section)

2. Distribute paper, markers, crayons, and invite participants to draw about a time that they were bullied.
 - What happened?
 - How did you feel?
 - What did you do?
3. Allow 10-15 minutes and then invite the children to share their picture with the group if they wish. No one should be forced to share. Facilitate discussion around the shared experiences:
 - Has anyone else experienced this?
 - If so, how did you handle it?

- What are some other ways it could have been handled?

(**Trainer Note:** before children share, discuss ground rules such as listening carefully and showing support for their friend. Be sure to use your active listening skills too when children are sharing difficult emotions. If a child is really troubled, suggest that they speak with their social worker.)



Part 3: Dealing with Bullying

Time:

30 Minutes

Objective:

Participants will practice strategies to deal with bullying and take a pledge against this type of behavior.

Materials:

- Annexure 1: Pledge Card
- Paint for handprint
- Annexure 2: Evaluation

Techniques:

- Group Exercise
 - Role Play
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TRAINER INSTRUCTIONS:

1. Lead discussion around ways participants can deal with bullying. Ask for their ideas, then add the following if they have not been mentioned. Practice the behaviors with the group as you discuss them.
 - Body language:
 - Take a deep breath and let the air out slowly to calm yourself and avoid reacting to the bully
 - Sit or stand tall, head up (look confident)
 - Facial expression should be relaxed, not angry or laughing

- Speak with a calm, confident voice
 - Avoid name calling, making threats, finger pointing
 - Ignore the bully – pretend you didn't hear them.
 - Walk away – go to a place where an adult is present
 - Avoid bullies and use the buddy system
2. Role play a few of the scenarios below with the group. You may need to model the behavior first.
- A group of girls won't let the new girl sit with them at dinner. They call her "stupid and smelly."
 - An older boy took the ball away from the younger boy and keeps teasing him with it.
 - Every day you see a kid at lunch taking part of your friend's snack. You are afraid to tell on the kid because your friend is scared of him.
 - A kid teases you because you have a reading problem. Every time you read aloud he laughs and makes fun of you.
3. Invite participants to "Take the Pledge against Bullying". Explain that this means they will:
- Show care and respect for others
 - Speak up when they see bullying
 - Reach out to others who are bullied

Discuss each part of the pledge with the group (what it means and why it is important)

4. Distribute Annexure 1 and invite each child to sign the pledge and then place their handprint on the bottom in the appropriate space. Make the signing feel like a ceremony to show the importance of the pledge.
5. Once the pledge cards are dry, hang them up in a visible place in the CCI to remind them of their pledge.
6. Distribute Annexure 2 and ask the children to complete the evaluation. Gather and record their feedback on the Trainer's Report.



Part 4: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice what they have learned and apply it to daily life.

Materials:

(Depending on Option Selected)

Option One:

- Large chart paper
- Art supplies

Option Two:

- Annexure 3: Where do you feel Safe/Unsafe?

Option Three:

- Paper
- Markers

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Select one of the activities below to reinforce what the children have learned about bullying.

Option 1: STOP Bullying – The Greatest Super-Hero

1. Divide the participants into groups of 2-3 people.
2. Give each group a box of arts & crafts supplies and a large chart paper
3. Tell them that their job is to draw “The Greatest Super-Hero” -- someone who can “STOP BULLYING WITH THEIR SUPER POWERS!”
4. 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.
5. When finished, ask groups to share their super-hero drawings with the whole group and explain what the super-hero powers are.

Option 2: Safe Spaces –

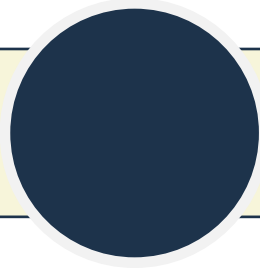
1. Explain that bullying can happen anywhere, but participants might feel more safe or unsafe in certain places or situations. This exercise will help them identify those situations so they can make a plan to feel safer.

(**Trainer Note:** this activity can be done as a group, or individually depending on how comfortable you feel the children would be in sharing their thoughts with the entire group.)
2. Distribute Annexure 3 and tell the group that the boxes show places in their lives (CCI, school, etc.)
3. Beginning with the inner square – the Children’s Home - ask the participants to think about what makes them feel safe in that area. If you are doing the activity as a group, invite participants to share their thoughts. If children are working individually, ask them to make a few notes or a simple drawing that shows what makes them feel safe.
4. Next, ask what makes them feel unsafe and why. Facilitate discussion around what they could do to feel safer.
5. Follow these instructions for each area of the square.

Option 3: Every Step You Take Matters –

1. Begin with a discussion around creating a world without bullying. What could they do to prevent or stop bullying in their children’s home, school, neighborhood, etc.? (Examples include: stand up for someone being bullied, sit by someone new, be kind to everyone, treat everyone the way I would like to be treated, be a friend to a lonely person, etc.)
2. State that every small step adds up, and if everyone takes a small step, they can really make a difference.

3. Instruct children to trace their footprint on a piece of paper.
4. Ask each child to write the step they plan to take against bullying on their footprint.
5. Invite each child to share their message with the group.
6. When finished, hang the footprints together to show how they can all work together to stop bullying.



Annexures

Bullying is Never Okay

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ANNEXURE 1: Pledge Card

ANNEXURE 2: Evaluation

ANNEXURE 3: Where do you feel Safe/Unsafe?





Annexure 1: Pledge Card



I Stand Up Against Bullying

Name _____

I show care and respect for others



I speak up when I see bullying

I reach out to others who are bullied

Handprint



Annexure 2: Evaluation

Unit 18 - Bullying Is Never Okay	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1: Icebreaker	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 2: What is Bullying?	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 3: Dealing with Bullying	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		



Annexure 3: Where do you Feel Safe/Unsafe?

