

Cowden-Herrick Schools

PBIS “Cool Tool” Lesson Plan

School Wide Expectations:

- Be Ready
- Be Responsible
- Be Respectful

Lesson Topic: Disrespect 2 – Identifying Types of Disrespect

Purpose of the Lesson:

This will be the third Cool Tool in a series on Disrespect. Cowden-Herrick students are expected to treat each other with respect and avoid bullying. This lesson will explain strategies that students can use when responding to bullies. Students will be given practice using these strategies.

Teaching Examples:

Will be given through role plays

Student Activities/Role Play:

- Explain the purpose of the lesson
- Review Bullying Definition
 - Imbalance** of power between victim & bully
 - Negative hurtful action on part of bully (**hurt** is intended)
 - Repeated** behavior by bully
- Review Student Survey Results from previous lesson

1 I have seen bullying behavior at Cowden-Herrick: YES (%) NO (%)

2 I have engaged in bullying behavior at Cowden-Herrick: YES (%) NO (%)

D. Handout – Responding to a Bully

E. Scenarios / Skits – Responding to a Bully

- Teachers should choose which scenarios to use.
- Place students into small groups. Give each group a scenario.
- Each group has a bully & victim.
- Using their *Responding to a Bully* handout, each group should create a productive response.
- Each group has 2 choices:
 - 1 explain the bullying scenario and their victim response
 - 2 act out the bullying scenario and their victim response

(Teachers may choose to assign groups a victim response so that students don't use the same response for every scenario.)

Follow up/Reinforcement Activities:

- Future lessons will cover
 - ✓ How to be a bystander who stands up to bullying

Responding to a Bully

Be a STAR

Stop – If you respond to the bully with the same treatment you received, the problem will probably get worse. Remember, bullies often have friends and supporters.

Think – A thoughtful approach to dealing with the bully will more likely solve the problem. You have an opportunity to change the situation and to help someone else.

Act – Every situation is different and may require different responses. Here are some productive responses to choose from:

1 Stand Strong & Positive – Whatever action you choose, appear confident, not scared/angry.

2 Ignore – This works best if used from the beginning. Turn and walk away.

3 Verbal Responses – These can work if done respectfully and with a smile.

- Say “NO” loudly & firmly and then walk away – this shows others who the problem is
- Act as if you didn’t hear and ask the bully to repeat what was said. If they repeat it, you will have made them do something they hadn’t planned on and this gives you some control.
- Try to think of a funny/clever reply in advance. Then walk off. It helps to have an answer ready. Examples: That’s great”

I would care because. . .

Cool

I needed a compliment

Really, I didn’t know that

That’s your opinion, but it’s not mine

If I valued your opinion I would be offended by that

Thanks

- Use ‘I Messages’ that strongly express how you feel and that you expect the behavior to stop. This can catch the bully off guard. Be prepared to follow through with your ‘I Message’.
Examples:

I refuse to be drawn into conflict with you. If you continue to _____ I will _____.

I am not going to give you test answers. If you continue to _____ I will _____.

I'm not playing this game with you. If you continue to _____ I will _____.

4 Find Support – Tell a friend and ask for help.

- Remember, a friend is there to help you **THINK** and **ACT** appropriately. Friends will not help the situation if you respond to the bully with the same treatment you received.

5 Avoid the Situation – Avoid being alone in places where you know the bully is like to pick on you.

6 Get a Calendar – Keep track of what is happening and when it is happening.

- This will be good documentation if you have to involve an adult.

7 Express Your Feelings – Keeping a diary, journal, or notebook can help relieve anxiety.

8 Tell an Adult – This is not tattling. It is about being safe. (Police may need to be contacted.)

- Do this in private. It may be that the adults can catch the bully without anyone knowing your involvement.

Review – The bullying has stopped. Congratulations! Your **STAR** approach made all the difference!

Scenario 1:

Jennifer thinks that Amy is ignoring her at recess. In anger, Jennifer walks up to Amy and:

- Grabs Amy's arm
- Squeezes Amy's arm
- Narrows her eyes and glares at Amy

After about 10 seconds, without a word, Jennifer lets go and stomps off. Every time Jennifer is upset with Amy, she does this. What should Amy do?

Scenario 2:

Every evening for a week now, Sally has received a text message from Gina. Each message is about the same. Gina calls her names (dirty, ugly, etc. . .) and threatens to

physically hurt her. At school, Gina convinces other girls to avoid Sally. What should Sally do?

Scenario 3:

Mike and Steve are in the same class. From home, Mike uses an e-mail account to spread rumors about Steve smoking cigarettes and using drugs. He sends these messages to students in their class and makes the e-mails appear to come from Steve. Everyone in the class is upset at Steve. What should Steve do?

Scenario 4:

Almost every day, when the teacher isn't looking, Chad reaches over to Billy's desk and pushes a book onto the floor, grabs a pencil, or hits him. He's quick enough that if the teacher hears something, Billy gets reprimanded for disrupting class with noise and Chad isn't caught. What should Billy do?

Scenario 5:

During volleyball, though she tries, Lisa often misses the ball when it comes her way. When this happens, Brittany almost always yells at Lisa, calls her a name (loser, ugly, . . .), or makes a threatening gesture. Though Lisa is intimidated by Brittany, she is tired of this treatment. What should Brittany do?

Scenario 6:

Several students make rude comments about Thomas but Andy is the worst. At recess time, Andy and a few of his friends pretend that Thomas has 'cooties'. They dance around and yell, "Thomas has the cooties". Then they cross their fingers and try to touch him. Thomas doesn't have many friends. He is intimidated by this group of boys but he is also getting very tired of this treatment. What should Thomas do?

Scenario 7:

Jane is a new student in school so she doesn't have any friends yet. Whitney is the leader of a small group of girls and Whitney decides she doesn't like Jane. Within her group, Whitney:

- Calls Jane a loser.
- Makes fun of Jane's hair.
- Spreads the rumor that Jane's parents don't love her.

Jane can see and hear that this is happening. One day, while her group of friends watch, Whitney goes up to Jane on the bleachers, pushes her, and says, "Your mama is ugly". What should Jane do?