

Lesson 2

Rules for Bully-Proofing the Classroom

MATERIALS

Handout/Poster 10: Classroom Rules
(or teacher alternate)

Poster 11: The Bullydog

Poster 12: "Don't Be a Bullydog!" (or teacher alternate)

Poster 13: "No Bullying Allowed!" (or teacher alternate)

Handout/Poster 14: The Difference Between Tattling and Telling

OBJECTIVES

To introduce some key concepts (e.g., the difference between tattling and getting adult help), to present the classroom rules about bullying that the students will be expected to abide by, and to provide feedback about student responses to "The Colorado School Climate Student Report" if it was done.

STEPS

1. Last Lesson Review

Ask the students to recall the definition of bullying, why someone might bully, and who is likely to be a victim.

2. Present the Goal of This Program

Assure the students that you and they together are going to make the classroom safe for all people from now on. Let them know that no physical or verbal bullying will be allowed.

3. Present Key Program Concepts

- Introduce the idea of bully-proofing.

The adults in your school have been trained and will help to keep you safe.

- Introduce the concept that strength is found in numbers.

If a bully is trying to be popular, then having most of the class saying, "I don't like what you are doing" will stop the bully from achieving that goal. It is difficult for the bully to target a victim if children stick together and no one is left out.

- Explain the difference between tattling and getting adult help (use *Handout/Poster 14* here if needed).

It is not tattling when you help someone who is in danger, who is being hurt physically or emotionally, by speaking out. The goal of telling an adult is to get help, not to get someone in trouble.

It might be helpful to model speaking out about bullying for the students, and to give the students some examples to cement their understanding of the difference between "tattling" and "getting adult help." Two examples to discuss are: "Jimmy took my place in line. Teacher, make him move," and "Susie is calling me 'Four Eyes' again. Teacher, I need help." Have the students vote on whether each example is tattling or getting adult help.

4. **Introduce the Classroom Rules**
Present the following classroom rules about bullying or your own:

1. We will not bully other students.
2. We will help others who are being bullied by speaking out and by getting adult help.
3. We will use extra effort to include all students in activities at our school.

Explain to the students that the goal is for everyone to be physically and emotionally safe. For primary students, you may want to reword rule #3 as “You can’t say, ‘You can’t play’ ” (Paley, 1992) and the goal as “We all have the right to have our bodies or our feelings be safe.”

5. **Introduce the “No-Bullying” Posters**
Present the students with *Handout/Poster 10, Poster 11, Poster 12* and *Poster 13*. Tell the students that you are going to hang these posters, along with the classroom rules around the room to remind them that bullying is no longer allowed in their classroom.
6. **Feedback (optional)**
Give the students feedback about their class’ responses to “The Colorado School Climate Student Report” (if you obtained the results).

For primary students (grades 1, 2, and 3): Feedback may be general rather than specific. For example:

“Bullying is a problem in this classroom.”

For intermediate students (grades 4, 5, and 6): More specific feedback about problem areas may be given. For example:

“In your class, there is a problem with teasing (or getting hurt physically).”

“More girls than boys in your class reported being bullied.”

“Many children in your class need a friend.”

Facilitator Notes

Remember to never identify by name or insinuation who the bullies are or who the victims are during any of the class discussions. This could embarrass the students, and thus cause resistance to the program.

Alternate Activity

Instead of or in addition to hanging up *Posters 12* and *13* provided with this program, you may wish to have the students draw or color their own posters about bullying (both male and female). You could then hang all their posters on a special no-bullying display, or even have a poster contest.

NEXT LESSON

In the next lesson, the students will learn strategies that they can use when they are being victimized by a bully.