RELATE Workshop 2: How to Deal with Bullies and How Not to Be One

SUBUNITS: UNDERSTANDING TEASING AND BULLYING, UNDERSTANDING FEELINGS, LEARNING HOW TO STAND UP TO BULLIES AND HOW NOT TO BE ONE
**Materials**

**Provided in Packet:**

- Coloring Sheets (Bullies)
- Pictures of Marine Animals
- FAIR Worksheets
- FLOAT Worksheets
- Scenarios
- Song Lyrics: “Stand Up (to Bullies)” by Caroline Figiel and Danny Jones

**Not Provided:**

- Butcher Paper
- Crayons/Markers
- Pencils

**Book Suggestions:**

- *Dealing with Bullies* by Pam Scheunemann
- *The Ant Bully* by John Nickle
- *Nobody Knew What to Do: A Story About Bullying* by Becky McCain
- *Four Hens and a Rooster* by Lena and Olof Landstrom
- *Stand Tall, Molly Lou Melon* by Patty Lovell
- *Berenstain Bears and the Bully* by Stan and Jan Berenstain
**Focus**
This workshop will teach children important ways to keep themselves from being bullied and becoming a bully themselves.

**Agenda**

- Activity 1: Small Group - Getting to Know You
- Activity 2: Small Group - Defining and Understanding Teasing and Bullying
- Activity 3: Small Group - Sharks, Carps, Crabs, and Dolphins
- Activity 4: Large Group - FLOAT Introduction
- Activity 5: Small Group - FLOAT Borders
- Activity 6: Small Group - Scenarios
- Activity 7: Large Group - Song: “Stand Up (to Bullies)” by Caroline Figiel and Danny Jones

**Note:** Small Group/Large Group-
For some activities children are divided into small groups in order to receive more one-on-one attention. It is recommended that small groups be organized according to age/development of the children (Example: Children ages 5-6 should be placed in the same small group). Other activities require the small groups to come together and form one large group. If facilitators find their small groups to be moving at a different pace than other groups, it is ok to do large group activities within individual small groups, but keep in mind that extra materials—such as books and coloring sheets—may be needed.

For further resources please visit the FAIR website at www.Fair.Cahs.Colostate.edu
Activity I: Small Group - Getting to Know You

Time:
15 Minutes

Materials:
- Coloring Sheets (Bullies)
- Crayons

Instructions:

1) While children are arriving, ask them to sit at the table and color with them until the entire group arrives.
2) During this time, ask questions to get to know them and to make them comfortable with you. Make sure to talk about bullies to introduce the children to today’s discussion.
   Examples of questions are:
   a. How old are you?
   b. Do you have any pets?
   c. What is your favorite movie?
   d. What is your favorite game to play?
   e. Have you ever had to help a friend who was being treated meanly?
   f. How can you stand up to a bully?
DONT BULLY

BE HAPPY

www.fun-with-pictures.com
Activity 2: Small Group - Defining and Understanding Teasing and Bullying

Time:
10 Minutes

Materials:
- Butcher Paper
- Markers

Instructions:

1) Facilitators will explain the concepts of teasing and bullying and ask the children what they think it means to be a bully. While the children discuss their ideas, facilitators will record children’s answers on a piece of butcher paper.
   a. Teasing: Teasing can be about anything. Teasing can sometimes be innocent, or meant as a joke, but it can also be very hurtful. If teasing is a one-time incident it may be easy to “brush off,” but if someone is constantly teased, it may become more serious.
   b. Bullying: Teasing becomes bullying when it is repetitive or when it is done to purposely hurt someone else. Bullying creates an imbalance of power—meaning someone is trying to control you, or become powerful over you.
      i. Bullying can be verbal, physical or emotional. Some examples include: treats, name-calling, purposely leaving others out, spreading rumors, hitting, pushing, and stealing/taking other peoples’ things.

2) Facilitators will also give feedback stating how important it is that you take care of yourself and others by interfering when you or someone else is being bullied.
   a. Sometimes interfering can mean telling a responsible adult.
   b. Tell the children they will learn how to protect themselves further from bullying in another activity.
Activity 3: Large Group- “Sharks, Carps, Crabs, and Dolphins”

Time:
15 Minutes

Materials:
- Pictures of Marine Animals
- FAIR Worksheet
- Crayons/Markers/Pencils

Instructions:
1) Facilitators will introduce children to the concept of sharks, carps, crabs, and dolphins. Be sure to show the children images of the animals to illustrate the idea.
   - **Sharks**- Swim at the top of the water looking down on everyone else as their prey.
   - **Carps**- Swim at the bottom of the ocean with their heads down while they eat other fish’s poop. They don’t complain; they just keep their heads down and accept that lifestyle.
   - **Crabs**- Can see what’s going on around them but cannot move forward or backwards, only side to side. Therefore, they never take a stand one way or the other.
   - **Dolphins**- Can swim at the top, the bottom, and everywhere in between. They can make friends with the carps and stand up to the sharks.
2) Facilitators will then give each child a FAIR worksheet and guide them through thinking of a time when they felt or acted like each kind of marine animal.
SHARKS

CARPS

CRABS

DOLPHINS

Like each of these?

In any given situation, any of us can choose to act like a dolphin, a carp, a crab, or a shark. Can you think of a time when you acted...
Activity 4: Large Group - FLOAT Introduction

Time:
15 Minutes

Materials:
- FLOAT Worksheets

Instructions:

1) Facilitators will introduce the FLOAT concept to the children. Be sure to remind the children of what bullying might look like by using the examples provided, and the ideas the children gave from Activity 2. Facilitators may explain FLOAT by saying something like:
   a. FLOAT is a way to remember different ways for how to deal with a bully.
   b. Each letter of FLOAT represents one way someone can stand up or deal with a bully.
      i. F - Forget about it
      ii. L - Leave
      iii. O - Openly express yourself
      iv. A - Apply strong words
      v. T - Tell somebody
   c. Sometimes, people use the word float to describe something that drifts or passes by with ease—“She just let it float on by.” Remembering the word FLOAT, and the meanings behind each letter, will hopefully help you easily float through any bullying situation.

2) As the facilitators explain each step of FLOAT, have the children demonstrate, or give examples, of what each of these steps might look like.
FLOAT

Has there ever been a time when a kid at your school has made you feel:

Hurt?
Embarrassed?
Nervous?
Scared?
So mad you could scream???
That kid MIGHT have been acting like a……BULLY!

There are many ways to deal with a bully. Here are five ways to get someone to stop acting like a bully.

**Forget about it:** First try to just forget about it; ignore the person bullying you. You can take a time out to cool down.

**Leave:** If forgetting about it doesn’t work, you may need to walk away.

**Openly express yourself:** You may want to tell the person bothering you how you feel, “Hey, that isn’t nice. Stop saying that.”

**Apply strong words:** If the person still isn’t being nice, you may have to apply your strong words, “Stop now.”

**Tell somebody:** If you have tried all of the above and the person is still bothering you, tell someone. Get help from an adult.

Hopefully you can FLOAT through a situation and stop a bully by using these steps.
Activity 5: Small Group - FLOAT Borders

Time:
15 Minutes

Materials:
- FLOAT Border Worksheet
- Crayons
- Stickers (optional)

Instructions:

1) Facilitators will give each child a FLOAT Border worksheet and remind them of each step they learned about during the large group discussion/introduction. Facilitators should feel free to reinforce any of the concepts they witnessed the children having a hard time understanding.

2) Facilitators will have the children decorate the border of their FLOAT border sheets with crayons, stickers, etc. Facilitators should encourage them to decorate their borders as an ocean scene, including the animals they learned about in Activity 3.

3) Facilitators should be sure to tell the children to hang their FLOAT Border worksheets up at home to remind them of how to handle difficult situations.
Float through bully situations by using these 5 skills:

- Forget about it
- Leave
- Openly express yourself
- Apply strong words
- Tell somebody
Activity 6: Small Group- Scenarios

Time:
15 Minutes

Materials:
- Scenarios

Instructions:

1) Facilitators will read the following scenarios to the group of children.
2) After reading each scenario, facilitators will discuss what each particular situation would look like if they followed the skills attained from FLOAT. Facilitators may want the children to role play how to apply FLOAT skills to each scenario.
Scenario 1: Leona

Leona is in first grade. Yesterday she was jump-roping on the playground when a girl named Frances came up to her and said: “Gimme your jump-rope NOW or else I’ll push you and get mud all OVER you!!”

Oh no! What should Leona do? She doesn’t want her turn to be over and she’s REALLY scared of Frances!!!

What are some ways Leona could FLOAT through this situation?
Scenario 2: Marcus

Marcus is in kindergarten. One day, he was walking on the school playground carrying his favorite basketball lunch box when 2 girls named Kelly and Tia snuck up behind him and pushed him! Kelly said: “Marcus is stupid! He carries an UGLY lunchbox to school!” Then Tia said: “Yeah, no one LIKES him!” Marcus’ feelings were really hurt and he got tears in his eyes.

What are some ways Marcus could FLOAT through this situation?
Scenario 3: Marcella

Marcella is in preschool and her favorite game is “chase”. She loves to chase and be chased. One day, on the playground, a boy named Kyle walked up to Marcella JUST as she was about to run during an exciting game of chase. Kyle said: “Marcella, girls can’t play chase and I’m not letting you play anymore. You go away from us because I’M the BOSS!” Marcella was SO MAD!!!!

What are some ways Marcella could FLOAT through this situation?
Scenario 4: Sam

Sam is in second grade. Sam’s favorite part of school is working on the computers in the library! One day, Sam was working on the computer and a boy named Ace came over and said: “Ha Ha! Sam’s on the computer again! He is always on there because NO ONE wants to be his friend! Ha ha!” Then, other kids started laughing too! At that moment Sam felt really mad, sad, and hurt. He couldn’t believe that Ace had said those mean words!

What are some ways Sam could FLOAT through this situation?
Activity 7: Large Group- Song: “Stand Up (to Bullies)” by Caroline Figiel and Danny Jones

Time:
5 Minutes

Materials:
- “Stand Up (to Bullies)” by Caroline Figiel and Danny Jones

Instructions:

1) Facilitators will introduce the “Stand Up (to Bullies)” song by saying that we can say no to bullies.
2) Facilitators will then play the song for the children. Children should be encouraged to dance along.
3) After the song, facilitators will discuss the importance of saying no to bullying.
Stand Up (to Bullies)

Caroline Figiel and Danny Jones

http://www.songsforteaching.com/carolineanddanny/standuptobullies.htm

It was a dark day, when they strolled into school
    The kids were nervous and felt like fools
‘Cause everyone knew one thing was clear
    With bullies around, trouble was near

Nobody spoke -- afraid of a scene
Then this big bad bunch began to do their thing

Chorus:
What makes a bully pick a fight?
What makes a rattlesnake coil and strike?
It really doesn’t matter, the poison you choose
With plans in your pocket, you’ll know what to do
    Stand up, stand up for yourself

No kid was safe from these tough guys
The bullies picked on ‘em, teased ‘em ‘till they cried
    It wasn’t long before their pride was gone
The bullies just laughed though they knew they were wrong

From out of nowhere the smallest kid came
    Nobody knew him, not even his name.

Chorus:
What makes a bully pick a fight?
What makes a rattlesnake coil and strike?
It really doesn’t matter, the poison you choose
With plans in your pocket, you’ll know what to do
    Stand up, stand up for yourself

These mean guys laughed and ripped the kid’s shirt
    But this little kid refused to be hurt
He stood and looked ‘em straight in the eye
    Daring those bullies to even come try

There was no way they could hurt his pride
    If he would find his strength from inside

Chorus

Something happened no one could expect
By finding courage, he’d found his respect
    Stand up, stand up for yourself.
Activity 8: Small Group - Bullies Coloring Sheets

Time:
10 Minutes

Materials:
- Coloring Sheets (Bullies)
- Crayons

Instructions:

1) Facilitators will use this time to continue discussion and to answer any questions.
2) Facilitators can ask the children what they plan to do the next time they encounter a bully.
3) Facilitators may ask the children what they will do the next time they feel like being a bully.
4) Facilitators should emphasize the information learned during the workshop.