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## Learn About Bullying

### TRANSITION OBJECTIVE

Students will learn about bullying and develop strategies to use when they are bullied.

### RELEVANCE TO SUCCESSFUL TRANSITION

Bullying is experienced at school, in social recreational environments, at work and on the telephone or Internet. Learning how to recognize and respond to bullying is important.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

When someone bullies me I . . .

### ❑ STEP 2: Convene Roundtable

"When I see someone else being bullied I \_\_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today we will learn about several forms of bullying and what we should do when we see someone else bullied or we are bullied ourselves."

### ❑ STEP 4: Activity - 20 Minutes

Start the class by asking, "Have you ever been a bully? It's OK to tell the truth. Lots of children, teenagers and adults all over the world have been a little bit of a bully at one time or another and many of us have been bullied. That doesn't make it right, but we know we are not alone. We also know we can learn some things to do when we are bullied." Ask students to complete **The Truth About Bullying**. After a short period, ask them to share their responses in groups of three. In the large group, ask students to name forms of bullying and write several examples on the board (unfair gossip or rumors, mean teasing, name calling, cyber bullying, spreading rumors, instant messaging hurtful comments, using loud voice on the phone and/or slamming down the phone). Encourage them to think of a variety of bullying examples.

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CAREER MANAGEMENT: Unit 1

LESSON 3

### Do This - Don't Do That

**What can you do?**

- Stay in a group?**
  - It's easier for a bullying kid to pick on one who is alone.
  - Spend more time with others such as teams, clubs and group activities.
- Tell adult that you trust?**
  - This may be hard to do but an adult can help.
  - Tell them how often or how long it has been going on.
- If you feel safe, stand up to the bullying person?**
  - Do not fight or bully back. Use your words. "Cut it out, Sam," then walk away.
  - Don't let them see you angry. Walk away. Tell an adult.
- Cyber-Bullying?**
  - Do not reply. Tell and adult or family member.
  - Block messages from this person.
  - Save the bullying email or message - or print it out.

**What not to do?**

- Fight back or bully back?**
  - Take the high road.
  - Bullying back might get you in trouble and probably will not help.
- Stay home from school?**
  - Avoiding places where the bullying person will be, probably will not stop the bullying. Besides, you have the right to be there.
- Blame yourself?**
  - It is not your fault.
  - You do not deserve to be bullied.
- Keep silent?**
  - Not talking about it will not make it go away.
  - A person who bullies will not usually stop if you ignore it or keep it a secret.

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CAREER MANAGEMENT: Unit 1

LESSON 3

### The Truth About Bullying Scenarios

- I told something untrue about someone I did not like.
- I lost my temper and yelled mean things to someone.
- I teased someone in a mean way about the way they looked or dressed.
- I made fun of someone on the team that could not play the game very well.
- I ignored someone who wanted to sit at our lunch table or play on our team.
- I pushed or shoved someone when the teacher was not looking.
- I saw someone bullying someone else and ignored it.
- I belong to a group that sometimes bullies kids who are different.
- I sent a mean text-message to someone.
- I have a group, who is like a family, that will protect me if I am bullied.

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**□ STEP 5: Activity - 25 Minutes**

Explain that we need to talk about some things “to do” and some things “not to do” when someone bullies us or when we see someone else being bullied. But, we also need to consider the circumstances and use our best judgment. For example, does it look dangerous? Are you alone or in a group? Do you feel safe? Is an adult nearby? Using the **Do This – Don’t Do That** discussion guide, go over each example in both sections. Encourage interaction and

sharing of personal experiences. Close the segment by reminding students that they are learning behaviors that will keep them safe and will make them better citizens, employees and friends.

**□ STEP 6: Evaluate Outcomes**

The things I can do if I am bullied are “\_\_\_\_\_.”

**□ STEP 7: Connecting Activity**

Ask one adult and one friend if they have ever been bullied. Find out what they did to stop it. Be prepared to share this in class.

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**KEY WORDS**


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**expectations****positive thinking****success  
experiences****failure****planning****MATERIALS AND PREPARATION**

- Student Handouts: **Do This – Don’t Do That**, page 20, **The Truth about Bullying**, page 21.
- Prepare a screen image of handout.
- Prepare for discussion and have your own examples ready to share.
- Note: The Health Resources and Services Administration website (HRSA.gov) has additional information on bullying.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Speaking, Listening
- Thinking Skills: Decision-making, Problem Solving
- Personal Qualities: Responsibility, Self-Management, Socializing, Integrity/Honesty, Self-Esteem