

BULLY PREVENTION 101

Elementary School Resource Guide



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Section Three:
**Creating a Judgement Free
Generation**

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SLIDE 1 | Introduction

Section 3: Judgement Free Generation

Advocacy and self-advocacy in action: Bringing kindness, acceptance, and inclusion into school and community each day

Slide #2: Opinion poll: When you see bullying how does it make you feel?

Slide #3: Video: What Should You Do? Peer Advocacy

Slide #4: Video: What Should You Do? Ways to Be There

Slide #5: Video: What Should You Do? Inclusion!

Slide #6: Handout: Kindness Conversation One, Note Passing Gone Wrong

Slide #7: Handout: Kindness Conversation Two, Laughing When It's Not Funny

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SLIDE 2

Opinion poll: When you see bullying how does it make you feel?

Objective: Help students understand that there are many emotions they may experience when witnessing bullying.

Talking Points:

Ask students to respond either (1) in class, or (2) online at <https://www.surveymonkey.com/r/WhenYouSeeBullying>

When you see bullying how does it make you feel?

- Sad
- Scared
- Angry
- Disappointed
- Frustrated
- Confused

Discussion Questions

- Did the responses surprise you?
- Are there other emotions that someone might have in witnessing bullying?

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SLIDE 3

Video: What Should You Do? Peer Advocacy

Objective: This video helps students think through responses to real-life bullying scenarios.

Talking Points:

1. Provide the video description

Description: *Students with disabilities are bullied at a much higher rate than their nondisabled peers. This video shares a bullying scenario involving a student with Down syndrome, then explores ways to advocate on behalf of someone else.*

2. Show the seven-minute video.

Access video through these locations:

Website: <http://www.pacer.org/bullying/video/player.asp?video=120>

YouTube: <https://www.youtube.com/watch?v=wj4BOmx7uAI>

3. Follow up with discussion questions

- What are other ideas to address the situation?
- What are other ways to be supportive of the person being bullied?

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SLIDE 4

Video: What Should You Do? Ways to Be There

Objective: This video helps students think through responses to real-life bullying scenarios.

Talking Points:

1. Provide the video description

Description: A lot of bullying happens outside the view of adults and it's not always easy knowing what to do or how to respond. This video shares a bullying scenario involving a student on a school bus, then explores options to advocate for others.

2. Show the six-minute video.

Access video through these locations:

Website: <http://www.pacer.org/bullying/video/player.asp?video=115>

YouTube: <https://www.youtube.com/watch?v=EVbBDfJgbc4>

3. Follow up with discussion questions

- What are other ideas to address the situation?
- If bullying happens when an adult is not around, should the situation still be reported?
- Is it ever appropriate to “confront” the person bullying?

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SLIDE 5

Video: What Should You Do? Inclusion!

Objective: This video helps students think through responses to real-life bullying scenarios.

Talking Points:

1. Provide the video description

Description: *This video featuring elementary school students shares a bullying scenario involving a new student at school. It then explores options to include and advocate for others.*

2. Show the video. The length is five and a half minutes.

Access video through these locations:

Website: <http://www.pacer.org/bullying/video/player.asp?video=126>

YouTube: https://www.youtube.com/watch?v=ogS7F_Us1eg

3. Follow up with discussion questions
 - What are other ideas to include someone?
 - How do you think it feels to be new at school?

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SLIDE 6

Handout: Kindness Conversation One, Note Passing Gone Wrong

Objective: Provide students with an opportunity to explore responses to real-life scenarios.

Talking Points:

- Present each scenario either by (1) showing on slide and reading out loud (2) providing a copy of the handout
- Encourage students to talk through what would happen with each of the options.
 - One idea is to separate into groups of 5 to 8 students.
 - After discussion, invite groups to share what they think could happen with each response.
- Under Option 5, ask if anyone has other ideas on how best to respond.

Note: The concept is not about telling students what do, but to have them think through each of the responses. Through dialogue, students can talk through why some options are hurtful, and then focus on the option that is most helpful and the right thing to do.

Conversation One: Note Passing Gone Wrong

In science class, you see a student write something on a piece of paper and pass it to another student. When the student gets the note, they read it and write more down on the note. That student then passes it to a different student who reads it, laughs, writes something down, and passes it on again. This happens several times until finally someone passes the note to you. When you open the note, you see at the top of the note, "Reasons why Taylor shouldn't be at this school," with a list of hurtful comments written about Taylor, who is in science class with you. Taylor is sometimes made fun of by others because some kids decided they didn't like her. What should you do?

What should you do?

Option 1: Tear up the note and throw it away.

Option 2: Give the note to Taylor so she can read all the comments.

Option 3: After class, anonymously give the note to the teacher so they can address the issue, and next time you see Taylor say "hi" and ask her more about the great idea she had in science class.

Option 4: Add your own comment to the note and forward it on.

Option 5: Ideas you have to respond in a positive way.

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SLIDE 7

Handout: Kindness Conversation Two, Laughing When It's Not Funny

Objective: Provide students with an opportunity to explore responses to real-life scenarios.

Talking Points:

- Present each scenario either by (1) showing on slide and reading out loud (2) providing a copy of the handout
- Encourage students to talk through what would happen with each of the options.
 - One idea is to separate into groups of 5 to 8 students.
 - After discussion, invite groups to share what they think could happen with each response.
- Under Option 5, ask if anyone has other ideas on how best to respond.

Note: The concept is not about telling students what do, but to have them think through each of the responses. Through dialogue, students can talk through why some options are hurtful, and then focus on the option that is most helpful and the right thing to do.

Conversation One: Note Passing Gone Wrong

There's a girl in your class named Maria. It's not always easy to understand what Maria says. Whenever she talks in class, another student named Luke makes fun of her. During class today, Maria was sharing her favorite part of the book your class just read. Luke started to repeat what she said in an exaggerated way for the whole class to hear and many students laughed, including some of your friends. You see that Maria was not sure why some people were laughing and you feel upset about what's happened. What should you do?

What should you do?

Option 1: After class, tell Maria that you really liked what she said about the book and ask her more about her favorite part that she shared in class.

Option 2: You like Luke and want to fit in, so even though what he did makes you upset, you laugh at his comments to go along.

Option 3: After class, talk with your friends in private, tell them how much what happened bothered you – and ask them if they thought about how it made Maria feel.

Option 4: Tell the teacher about what's happening.

Option 5: *Ideas you have to respond in a positive way.*