

## Classroom Guidance

Counselor name Clapper School Quaker Valley Middle School

Title of Lesson BullyProofing your School Quarter Trimester 2

Grade Level 6 Time Required 3-4 lessons per class for a total of 24-32 lessons

ASCA National Standard(s):

Personal/Social Development:

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals, and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

Competency(ies) Addressed:

- Understand change as a part of growth
- Identify and express feelings
- Distinguish between appropriate and inappropriate behaviors
- Recognize personal boundaries, rights and privacy needs
- Understand the need for self-control and how to practice it
- Demonstrate cooperative behavior in groups
- Identify and discuss changing personal and social roles
- Recognize that everyone has rights and responsibilities
- Recognize alternative points of view
- Recognize, accept, respect and appreciate individual differences
- Recognize, accept, and appreciate ethnic and cultural diversity
- Use effective communication skills
- Know that communication involves speaking, listening, and nonverbal behavior
- Learn how to make and keep friends
- Use a decision making and problem solving model
- Understand consequences of decisions and choices
- Identify alternative solutions to a problem
- Develop effective coping skills for dealing with problems
- Demonstrate when, where, and how to seek help for solving problems and making decisions
- Know how to apply conflict resolution skills
- Demonstrate respect and appreciation for individual and cultural differences
- Know when peer pressure is influencing a decision
- Identify alternative ways of achieving goals
- Learn about the relationship between rules, law, safety, and the protection of an individual's rights
- Learn the difference between appropriate and inappropriate physical contact

- Differentiate between situations requiring peer support and situations requiring adult support
- Identify resource people and know how to seek their help
- Apply effective problem-solving and decision-making skills
- Learn how to cope with peer pressure
- Learn coping skills for managing life events

*Material/Resources:*

- HAHASO Chart/Review of strategies for stopping bullying and victimization
- *Power in the Middle* movie for teaching about the HAHASO strategies
- *Power in the Middle* student workbook
- *Power in the Middle* discussion guide
- Situational prompts for writing scripts illustrating the use of the strategies
- Data collected through the pre and post survey
- *Bully Proofing Your School* text materials written by Bonds and Stoker
- Olweus research materials for classroom use
- Counselor designed instructional PowerPoint presentation

*Activity:*

Prior to instruction, students are surveyed to determine their perceived level of safety and empowerment. These data are shared with the students on Day 1 of the unit. After sharing the data and allowing students to respond to the data, the counselor reviews previously taught information, including HAHASO, with the use of a slide show. This brief review readies the students for discussion and problem solving regarding this phenomenon in their school. Day 2 provides students with the opportunity to practice pro-social skills with the use of readers' theatre. Readers' theatre provides scripted role plays to practice HAHASO strategies and others in bullying situations. Students discuss other ways the problem could be solved as well. On day 3, the students have the opportunity to view *The Power in the Middle* which further illustrates the use of the strategies through a dramatic presentation. The students then devote the remainder of the class period to developing their own scripts to everyday situations they might face in their own school. Students then act out the skits they wrote as they practice the strategies in a safe and controlled setting.

*Evaluation (should include either process, perception and/or results data and how evaluation was conducted)*

*(Attach additional documentation as needed.)*

# NO BULLYING ZONE

## HA HA SO STRATEGIES

STRATEGIES		TIPS
<b>H Help:</b>	Seek assistance from an adult, friend, or peer when a potentially threatening situation arises. Seek help also if other strategies aren't working.	<ol style="list-style-type: none"> <li>1. Brainstorm all of the sources of help at your school-deans, counselors, teachers, nurse.</li> <li>2. Stress the different ways to get help- anonymously, in a group, by email or phone.</li> </ol>
<b>A Assert Yourself:</b>	Make assertive statements to the bully addressing your feelings about the bully's behavior.	<ol style="list-style-type: none"> <li>1. Should not be used with severe bullying.</li> <li>2. Not as effective with group bullying.</li> <li>3. Victim should look bully straight in the eye.</li> <li>4. Use "I" statements. <i>I don't like it when you....</i>"</li> <li>5. Make an assertive statement and walk away. <i>"Stop talking about me behind my back."</i></li> </ol>
<b>H Humor:</b>	Use humor to de-escalate a situation.	<ol style="list-style-type: none"> <li>1. Use humor in a positive way.</li> <li>2. Make the joke about what the bully said, not about the bully.</li> <li>3. Make humorous statement then leave the situation.</li> <li>4. When insulted about something, say <i>"Gee I didn't know you cared enough to notice!"</i></li> </ol>
<b>A Avoid:</b>	Walk away or avoid certain places in order to avoid a bullying situation.	<ol style="list-style-type: none"> <li>1. Best for situations when victim is alone.</li> <li>2. Avoid places where the bully hangs out.</li> <li>3. Join with others rather than be alone.</li> </ol>
<b>S Self-Talk:</b>	Use positive self-talk to maintain positive self-esteem during a bullying situation.	<ol style="list-style-type: none"> <li>1. Use as a means to keep feeling good about self.</li> <li>2. Think positive statements about self and accomplishments.</li> <li>3. Rehearse mental statements to avoid being hooked by the bully. <i>"It's his problem," "She doesn't know what she's talking about," "I know I'm smart."</i></li> <li>4. Use positive self-talk when practicing all strategies.</li> </ol>
<b>O Own It:</b>	"Own" the put-down or belittling comment in order to diffuse it.	<ol style="list-style-type: none"> <li>1. Agree with the bully and leave the situation.</li> <li>2. Combine with humor strategies such as, <i>"Yeah, this IS a bad haircut. The lawn mower got out of control this weekend."</i></li> <li>3. Combine with assertive strategies such as, <i>"Yes, I did fail the test and I don't appreciate you looking at my paper."</i></li> </ol>
<b>Important Reminders:</b>	<ol style="list-style-type: none"> <li>1. Practice these strategies in any order, in any combination, or numerous times.</li> <li>2. The Caring Community can remind each other of the strategies.</li> <li>3. The Caring Community can help support the victim in using the strategies.</li> <li>4. If the strategies aren't working, leave or disengage from the situation.</li> </ol>	

**WE ARE ALL RESPONSIBLE FOR A SAFE SCHOOL! LET'S MAKE OUR SCHOOL A GOOD PLACE FOR EVERYONE. STAND UP FOR EACH OTHER - AND BE SAFE.**

Please circle one: I am a Boy Girl

Please circle Yes or No for each question:

**In school if I am feeling threatened I:**

- |  |     |    |
|--|-----|----|
| 1. Get Help from a teacher or other adult.                         | Yes | No |
| 2. Make an assertive statement to stand up for myself.             | Yes | No |
| 3. Use humor to ease the situation.                                | Yes | No |
| 4. Avoid being in situations with the person who treats me poorly. | Yes | No |
| 5. Use self-talk to keep thinking positively.                      | Yes | No |
| 6. Own the comments being made.                                    | Yes | No |
| 7. Combine strategies like humor and own it.                       | Yes | No |

**If I see someone else being threatened I:**

- |   |     |    |
|---|-----|----|
| 1. Get an adult to help.                          | Yes | No |
| 2. Tell the bully to stop.                        | Yes | No |
| 3. Help the victim by making sure he/she is okay. | Yes | No |
| 4. Invite the victim to be with me.               | Yes | No |
| 5. Get others to help me stop the situation.      | Yes | No |
| 6. Don't do anything. It's not my problem.        | Yes | No |

**Please answer the following:**

- |  |     |    |
|--|-----|----|
| 1. The teachers know when this happens in their classes. | Yes | No |
| 2. I feel like I can approach the teacher for help.      | Yes | No |
| 3. I feel like I can approach the counselor for help.    | Yes | No |
| 4. I feel like I can approach the principal for help.    | Yes | No |

HAHASO 6th grade 06-07 Total = 133

		Boys		Girls	
		Yes	No	Yes	No
<b>In school if I am feeling threatened I:</b>					
1	Get help from a teacher or other adult.	45	26	41	21
2	Make an assertive statement to stand up for myself.	57	13	49	14
3	Use humor to ease the situation.	43	28	33	30
4	Avoid being in situations with the person who treats me poorly.	54	16	57	5
5	Use self-talk to keep thinking positively.	36	35	41	22
6	Own the comments being made.	42	29	31	31
7	Combine strategies like humor and own it.	36	35	31	32
<b>If I see someone else being threatened I:</b>					
1	Get an adult to help.	26	32	43	20
2	Tell the bully to stop.	40	17	40	14
3	Help the victim by making sure he/she is okay.	45	8	61	2
4	Invite the victim to be with me.	32	31	47	16
5	Get others to help me stop the situation.	22	38	38	27
6	Don't do anything. It's not my problem.	6	60	0	60
<b>Please answer the following:</b>					
1	The teachers know when this happens in their class.	17	43	30	28
2	I feel like I can approach the teacher for help.	40	18	45	17
3	I feel like I can approach the counselor for help.	38	24	50	12
4	I feel like I can approach the principal for help.	35	26	28	33

Name \_\_\_\_\_

## Anti-Bullying Post Test

Use the following word bank to fill in the blanks:

provocative victim	bullying	bystander	bully
vicarious victim	hazing	gossip	graffiti
social exclusion	passive victim	bullying circle	
name-calling		just kidding	

1. A person who “stands by” and watches bullying occur but frequently does nothing is called a \_\_\_\_\_.
2. A type of bullying that occurs in groups and requires group members to do embarrassing and/or dangerous things is called \_\_\_\_\_.
3. A kind of bullying where people tell untrue and nasty stories about others is called \_\_\_\_\_.
4. Ignoring someone who is normally a member of your friend group is called \_\_\_\_\_ and is very hurtful.
5. A person who seems to “bring on” bullying and often does not handle it well is called a \_\_\_\_\_.
6. A bystander who is fearful or upset after observing bullying is called a \_\_\_\_\_.
7. This kind of bullying uses written messages to smear a person’s name or reputation and damages property and is called \_\_\_\_\_.
8. Repeated behaviors over time that victimize a person and cause him or her to feel unsafe is defined as \_\_\_\_\_.
9. A \_\_\_\_\_ is a person who repeatedly uses hurtful behaviors against another person and causes physical or emotional harm to him/her.
10. There are a number of different kinds of bystanders in the \_\_\_\_\_.

11. Bullies who claim they are \_\_\_\_\_ should be disciplined because “kidding” to harm is a form of bullying.

12. Very often a \_\_\_\_\_ is unable to stand up for him or herself because of shyness or uncertainty.

13. \_\_\_\_\_ is a very damaging kind of bullying where the victim is not physically hurt, but is very hurt by the words the bully uses.

Directions: For each of the following letters, fill in the blank with the strategy.

H = \_\_\_\_\_

A = \_\_\_\_\_

H = \_\_\_\_\_

A = \_\_\_\_\_

S = \_\_\_\_\_

O = \_\_\_\_\_

You are **THE POWER IN THE MIDDLE**. On another piece of paper, respond to **ONE** of the following situations. Tell what you believe you would do if this should happen in your school. Use the **HAHASO** strategies or another strategy that you think would solve the problem.

1. A new girl comes to your school. She dresses differently, seems different from the kids in your school, and she is very quiet. Many of your classmates begin to talk about her behind her back, making fun of her clothes and the way she is. She has been eating alone at lunch for the last three days. What do you do?
2. This boy in your gym class has a lot of trouble doing the class activities. He is very clumsy, not very coordinated, and kids groan when he is on their team. You know that he has been hurt by what some kids have done. What do you do?