



Bullying Prevention Components

This packet contains the following information related to the *Think First & Stay Safe* child abuse prevention program taught by Holly's House in elementary school classrooms (K – 6th grades) in Gibson, Pike, Posey, Vanderburgh, and Warrick Counties in Indiana:

- **Overview of Concepts Related to Bullying Prevention Contained in TFSS Lessons**
Notations are inserted to indicate grade-level adaptations
- **Excerpts from Student/Teacher/Parent Materials Published by Child Lures Prevention for use with the *Think First & Stay Safe* curriculum**
Some materials are used in the classroom, while others are sent home with students for parents
- **Extra Bullying Prevention Learning Activities**
These may be used in classrooms when extra time is available or when a teacher indicates a specific need or issue to be addressed



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Overview of Concepts Related to Bullying Prevention Contained in TFSS Lessons

- Bullying is an example of Stormy Weather Behavior.
- When we are bullied or abused or when we have thoughts about hurting or abusing others, we need to talk with a Trusted Adult.
- Kids can be lured into bullying and abuse.
- Bullying and abuse are against the law.
- Kids have a legal right to be free of bullying and abuse.
- Keeping bullying a secret is unhealthy.
- Each person is special and worthy of respect.
- Being bullied or abused is never a child's fault and can never take away one's dignity.

Grade Level Lesson Plans with Bullying Prevention Content

Transition Statement (from prior learning activity or after daily review activity)

State: **In the past few days, we started learning how children can be tricked, tempted or forced into hurtful and unsafe situations with Child Lures. This can happen online, electronically or in person by someone we don't know and even by someone we know and care for. If we can recognize when a Lure is being used, it helps us avoid the situation, get to safety and ask trusted adult for help.**

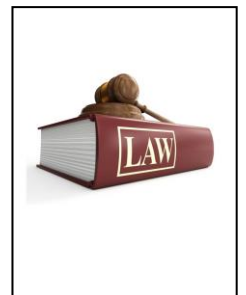
KINDERGARTEN – LESSON 4 Variations

LAWS – Kids Have the Legal Right to be Free of Bullying and Abuse

State: **Today, we'll learn about another part of how we can *Think First & Stay Safe*: Laws Help Protect Me. We'll add a new fish called **LAWS** to our fish pond.**

LISTING Use the following questions to guide conversation around naming three school/classroom rules, exploring why each rule exists, then, drawing out a list of consequences that can happen when someone breaks a rule.

1. **Raise your hand and name a rule you have to follow here at school.** [or list other relevant places to the students in the group]? (Call on 1 student)
2. **Raise your hand if you can tell us why we have that rule.**
3. **What can happen when someone breaks those rules?** (Call on 3-4 students)



State: **Here at school, we call them rules. Out in the community, we call them **LAWS**.** Show the **LAW visual**.

What happens when someone breaks the **LAW?**

Call on 3-5 students, thanking each one for their responses.

State: **Laws help protect us in many ways. They keep us healthy and safe from possible dangers. Laws have been made that protect YOU as children too!**

Think of it this way: If someone abuses or hurts a child, can that person get in trouble? (Pause; Listen for "yes.") Turn that around the other way, if the law says not to abuse or hurt children, then it's also saying, children have the right be safe.

(Hold up the **LAWS visual**.) **So if something is "against the law," (make an "X" in front of the **LAWS visual**) do we do it or not do it? (Listen for consensus of "not do it.")**

See the "Extra Bullying Prevention Learning Activities" section for activities to insert here or elsewhere in this lesson as needed.

1st - 6th Grades – LESSON 4 Variations

RIGHTS – Kids Have the Legal Right to be Free of Bullying and Abuse

State (1st/2nd): Let's **collect another CLUE** that can help us to *Think First & Stay Safe*. This one helps us to know our rights, that even as children, you have the right to be safe. This clue is *****RIGHTS****

Or (3rd/4th)

Let's **download another App** that can help us to *Think First & Stay Safe*. This one helps us to know our rights, that even as children, you have the right to be safe. This is the *****RIGHTS APP.***** (For 3rd and 4th Grades)

Or (5th/6th)

On our **QUEST** today, we'll find another **KEY** that can help us to *Think First & Stay Safe*. This one helps us to know our rights--that even as children, you have the right to be safe. This **KEY** is called the ***** RIGHTS KEY ***** (5th and 6th Grades)

State: When you hear the word "rights," or that someone "has the right to," what do you think of? What does it mean to have rights? (Listen for fitting responses, such as to have permission, freedom, to get to do something, etc.)

Did you know that as kids in the United States, YOU have rights? (Pause.) Sure, there are some rights for which you need to be a certain age. When we turn 18, we have the right to do what? (Vote) There are other rights you have even as a child in the U.S.

For example, you have the right to go to school. In some countries, children aren't allowed to go to school. Instead, they're working in fields, hauling water, or tending animals. There's a different kind of rights that we'll focus on today.

Did you know that as a **kid in the U.S. you have the right to be safe?** (Pause) Think of it this way: If someone abuses a child, can they get in trouble? (Pause for "yes.") Turn that around the other way, if the law says not to abuse or hurt children, then it's also saying, children should be safe.

LESSON 4a – Laws Help Protect Me: BULLYING

DISCUSS Use the following line of questions/comments to guide a discussion on Bullying.

- **Do you feel pretty safe here today?** (Pause to notice responses/reactions.)
- **What if someone walked into this room who you knew to be a bully? Would you feel safe around the bully?** (Pause to notice responses/reactions.)
- **Raise your hand and name some things that bullies do. How do bullies mess with us?** (Seek one answer per 2-8 students, depending on time available. Summarize comments, e.g. bullies can mess with our bodies, our feelings, our minds, our stuff, our relationships, and our reputation.)

If a greater focus is needed on bullying, use here the activity, discussion tools, and/or online video clips that are listed below as OPTIONAL.

LESSON 4b – Laws Help Protect Me: LAWS

Q & A Use the following questions to guide conversation:

1. **What rules do you have to follow here at school?** [or list other relevant places to the students in the group]? (Call on 3-4 students)
2. **What can happen when someone breaks those rules?** (Call on 3-4)

State: **Here at school, we call them rules. What do we call them out in the community?** (Listen for “laws” or inform as needed. Show the **LAW** visual.) **What happens when someone commits a crime and breaks the law?** (Call on 1-2)

See the “Extra Bullying Prevention Learning Activities” section for activities to insert here or elsewhere in this lesson as needed.

(Hold up the **LAWS** visual.) **So if something is “against the law,”** (make an “X” in front of the LAWS visual) **do we do it or not do it?** (Listen for consensus of “not do it.”) **Please slide that thought to the side of your mind or minimize it, so we can quickly get back to it.**

State: **Bullying & cyberbullying** are behaviors that are **against school policy & against the law.** When students challenge bullying & stand up for those being mistreated, it helps **create a safer community** where bullying is not welcome or allowed.

**Excerpts from Student/Teacher/Parent Materials
Published by Child Lures Prevention for use with the TFSS curriculum**

WORKBOOK (3rd- 6th only)

At the end of this first session, give the workbooks to the students. Point out that we just completed Lesson 4 in the student workbook, so they can use the activities in the workbook later to review. Some of the bullying prevention content from the Student Workbook is included below.

The Student Personal Safety Workbook, used with the *Think First & Stay Safe™* School Program is published and copyrighted by Child Lures Ltd., 5166 Shelburne Rd, Shelburne, VT 05482, (802) 985-8458

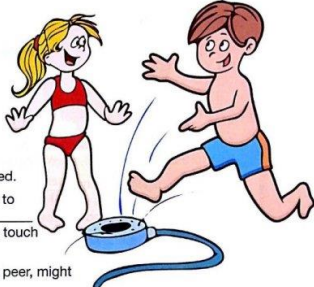
Student Workbook

LESSON 4 Laws Help Protect Me

KEY POINT:
Kids have a legal right to live free of bullying and abuse.

SAFETY TIPS:

1. Bullying is against the law. I can speak out against bullying and stand up for anyone being mistreated.
2. It is also against the law for anyone to touch the private parts of my _____ (my Bathing Suit Zone) or make me touch theirs. This is called sexual abuse.
3. Anyone, even a family member or a peer, might commit the crime of sexual abuse.
4. Telling about unwanted attention or touching is not tattling. It is asking for help with a safety issue.
5. I can ask an adult for help if I am bullied or if I see someone else being _____.
6. I can report sexual abuse to a trusted adult. It is an adult's job to make sure I get help so I can feel safe again.



Question

What are three exceptions when someone may need to see or touch the private parts of a child's body for health or hygiene reasons?

1. Injury to _____ parts.
2. During a visit to the _____, with a parent present.
3. If young children need help in the _____.

Prevention TIP
If you are being bullied or sexually abused, please know you can tell a trusted adult. Keep telling until you get the help you need to feel safe.

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Student Workbook

Adults are Here to Help Me!

1. A trusted adult can help me if someone tries to mistreat me, if I am being bullied or sexually abused, or if I have thoughts about abusing others.
2. Some trusted adults in my life who can help me are:

(Suggestions: parent, teacher, aunt, grandmother, counselor, minister, school nurse, friend's mother, school resource officer.)

3. If a friend of mine has been abused, I can help them tell a trusted adult.
4. I will always tell the truth, especially when it comes to sexual abuse.

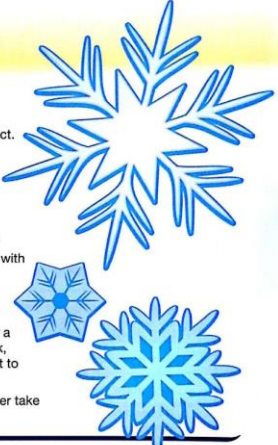
Child Lures' Prevention
Think First & Stay Safe!

LESSON 7 My Dignity

KEY POINTS:
Each person is special and worthy of respect. Abuse is never a child's fault.

SAFETY TIPS:


1. Each person in the world is special and one-of-a-kind, like a beautiful snowflake.
2. I am special and worthy of being treated with respect. I will treat others with respect.
3. Mistreating someone is not treating them with _____.
4. Being bullied or sexually abused is never a child's fault. Nothing about the way I look, or what I say or do gives anyone the right to hurt or abuse me.
5. Being bullied or sexually abused can never take away my dignity.



Child Lures® Prevention
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LESSON 24 Be Kind; No Bullying

Our school is a place for learning. And, that includes learning how to get along with others, regardless of our differences. All kids have a right to feel safe and accepted at school. There is no place there for intolerance, bullying, harassment, threats or weapons.




KEY POINTS:

1. I can help make my school a safer, happier place by always treating others with kindness and respect.
2. I will encourage my friends and classmates to do the same.
3. I will be accepting of the differences in people, because though different on the outside, we are all the _____ on the inside.
4. When students speak out against bullying and stand up for anyone being mistreated, it helps create a safer community.
5. Bullying and other forms of harassment are against school policy and against the law.
6. To report bullying, harassment or any type of threat or weapon, I can tell a teacher or other trusted adult. If necessary, I can call:
 - 911
 - My Local Police Department: _____
 - Anonymous Tip Line: _____

Think First & Stay Safe SCHOOL PROGRAM

Child Luring




Child Lures are used to trick, tempt or force kids into hurtful or unsafe situations, like bullying or abuse. Child Lures are usually used by someone we know. I will look out for unhealthy and unsafe behaviors. I will choose to use kind and safe behaviors.

K-2 Student Handout - Lesson #2 www.childluresprevention.com

Think First & Stay Safe SCHOOL PROGRAM

Laws Help Protect Me

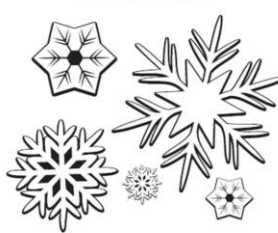


Kids have rights too! I have a right to live free of bullying and abuse. I don't have to put up with bullying and abuse, because these behaviors are against the law. I can get help from a Trusted Adult, like Mom, Dad, teacher or school counselor. I will not bully or abuse others.

K-2 Student Handout - Lesson #4 www.childluresprevention.com

Think First & Stay Safe SCHOOL PROGRAM

I Am Unique



I am special and one-of-a-kind, like a snowflake. I deserve to be treated with respect and dignity. I will be kind and respectful to myself and others. Bullying or abuse can never take away my dignity.

K-2 Student Handout - Lesson #7 www.childluresprevention.com

HANDOUTS (K-2nd only) At the start of each session, handouts which complement the lessons taught in that session, are given to the teacher for use in reinforcing the concepts as the teacher chooses. Images of the handouts which contain bullying prevention content are included here.

PARENT MATERIALS

The Parent Guides that we provide to each student also contain a section on “Intolerance & School Violence (Bullying, Harassment and Weapons)” that includes information and tips for parents.

TEACHER MATERIALS

On the bottom of the letter we leave behind with teachers, the links below are provided which offer free classroom posters that can be downloaded and printed. Some of the posters refer to exclusion and intolerance.

Grades K—4

- English: http://childluresprevention.com/pdf/k-4_Posters_Eng.pdf
- Spanish: http://childluresprevention.com/pdf/k-4_Posters_Spa.pdf

Grades 5-6

- English: http://childluresprevention.com/pdf/5-6_Posters_Eng.pdf
- Spanish: http://childluresprevention.com/pdf/5-6_Posters_Spa.pdf

The Parent Guide, Classroom Posters, and Student Handouts used with the *Think First & Stay Safe™* School Program are published and copyrighted by Child Lures Ltd., 5166 Shelburne Rd, Shelburne, VT 05482, (802) 985-8458 www.childluresprevention.com



Extra Bullying Prevention Learning Activities

BULLY WAD (OPTION for 3^d and 4th Grades)

BULLY WAD Provide each student with a plain sheet of paper. Ask each person to create a drawing or graffiti wall of words that shows something they consider **beautiful or very valuable to them**. Ask students to clearly print their names on the front of the drawing and to leave the back side completely blank. Let them know they'll have 2 minutes to complete their drawings. After 2 minutes, ask students to stand up as they place their drawings face down on their desks.

State: **On the count of 3, take this picture in front of you and smash it into as tight a paper wad as you can. Ready? (Watch as students get papers ready) 1... 2 ... 3... GO!**

Encourage the crunch and crumbling for about a minute. Then, select a wall or area that's free of most people and ask students to use their might and throw the wadded paper in that direction. (If a clean/empty trash can is available, use that and ask students to throw the wad into the can as hard as they can.)

Select a couple of students to assist with gathering the wads from where they were thrown and/or to pull the wads from the can and give one to each student.

Ask students to open up the wads and return them to the person who drew them. Have all students be seated. Ask the following questions to **debrief the activity**.

- 1. When you look at your drawing now, how do you feel about what has happened to it?**
(Thank any students who share a feeling word.)
- 2. How is this activity like bullying or cyberbullying?** (Define as needed.)
Field the comments. If understanding is developing, add in questions from below to keep it flowing. If not, then transition to the next section to further debrief the concepts.

OPTIONAL EXTENDED DISCUSSION ON BULLYING-ALL GRADES

State: **Typically, schools have rules to help keep everyone healthy and safe. Many rules are there to guide us in being kind and respectful to one another. What do we mean by "respectful"?** (Call on 3-4 students who raise their hands)

DISCUSS Use the following line of questions/comments to guide a discussion on bullying.

- **What is bullying? Or, how do people bully others?** (Call on 2-3 who raise their hands)
- **Where do kids get bullied?** (Call on 3-4 students)
- (Move into the middle of the group of students. Lower your voice and state:) **I've heard that bullying can happen anywhere, but it's usually done where adults can't see it happening. Is that true?** (Await nods) **Why do you think that they do that?** (Call on 3-4)
- **Why is it helpful to tell an adult if someone (even you) is being bullied?** (Call on 1-2)
- **When it comes to telling a trusted adult about bullying, why is that NOT tattling?** (Seek 1-2)
- **Who can we tell?** (Call on 2-3 students; Listen for "Trusted Adults" & remind of list)
- **What can we do if we see someone being bullied?** (Call on 3-4 students)
(If these aren't mentioned, offer them as suggested ways to help:
Say something like, 'Your teacher needs to talk to you right away' or 'Your Dad is here to pick you up' and give the person a way out of the situation. Consider saying something to an adult at school like, 'You should watch the bathrooms at lunch time. Bad things go on there.')
- **Having the support of friends and classmates means the world to kids who are targeted by bullies. How can we support a friend or classmate who has been bullied?**
(Call on 2-3 students)

APPLE BULLYING ACTIVITY (OPTION for K-2nd Grades)

OBJECT Show the class two apples of the same size and variety. Ask the class to list the differences and similarities between the two apples.
LESSON

State: (While holding up one of the apples) **“Gross. This apple looks disgusting!”**

Drop the apple onto a desk or table, but not too hard. (Avoid dropping on a hard floor, since a hard drop can cause the apple to burst open.) Pick up the apple and pass it to another student



State: **“Isn’t this apple just stupid?! You should say something mean to it and do this!”** (Model dropping the apple.) **“Now pass it to the person next to you so they can say something mean to the apple, too!”**

Encourage everyone to say something mean to the apple such as “I hate your skin.” “You’re an ugly color of red” “Your stem isn’t very long” “You’re probably full of worms” on and on and on.... Then hold both of the apples up for the class to see and ask them to list the similarities and differences of the apples again. They should still look basically the same, even after they have repeatedly dropped the apple.

Ask: **Who would like a piece of apple?**

Cut open the nice apple and show the class the inside. It should be perfect.

Then cut open the second one and show the class the inside of the apple. It should be covered in mushy brown spots and bruised all inside from where the class dropped it. Some students may say things like, “EWWWWW. I don’t want to eat THAT apple!” “Yuck!” “That looks disgusting...”



State: **Didn’t we all contribute to the apple looking this way?! We did this... why shouldn’t we eat it? This is like what we do to other people when we say mean and hurtful things.**

When we gossip or call someone ugly or fat or tell them they aren’t good enough or that they can’t be friends with you... it’s like we’re just dropping them and causing ONE MORE bruise... a bruise that, while we can’t see on the outside, is VERY REAL and very destructive inside of them! It doesn’t just go away, the bruises just keep getting worse and deeper. This is what we do to each other. We have to stop dropping each other.”

DEBRIEF Ask the following questions of the students.

1. **How did you feel when you were speaking to the apple? (Collect a few answers.) ... when you dropped the apple? (Collect a few answers.)**
2. **How is what we did to the apple like what people do to others when they say or do mean or stormy things to others? (Collect a few answers.)**
3. **What does this activity help us learn about how we should treat others? (Collect a few answers.)**

VIDEO CLIPS – (OPTIONS for 3rd-6th Grades)

VIDEO Ask the teacher ahead of time to pull up the website below and pause the video until this segment of the lesson. <http://youtu.be/nWJut7KQhI4> *Standing Up for Someone Being Bullied* (50 sec.) Show the anti-bullying PSA video clip and discuss it with students. (Optional: *Bullying -- it all adds up* (60 sec.) <http://youtu.be/9v7eQVzvyI8>)