



CONQUERING BULLIES



It's a
jungle
in here!

27 Game-Oriented Guidance Lessons
For Grades 2-5

12 Story-Based Guidance Lessons
For Grades K-2

©
Marco

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Conquering Bullies

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INTRODUCTION



Bullying is one of the most critical social issues facing educators. *Conquering Bullies* was written to help young people develop and practice skills that will enable them to deal effectively with people exhibiting bullying behaviors.

Bullies live in a narrow-minded world with little insight into the problems they cause. The negative behavior patterns that characterize a bully are:

- A low emotional I.Q. Bullies often lack empathy or sympathy for others.
- The lack of the desire to solve problems.
- An overwhelming desire to win.

These behaviors can include inflicting both physical and emotional harm on others. For example, bullying can cause the targeted individual to become sad, think about or attempt suicide, exhibit low self-esteem, and suffer from stress-related disorders.

Positive action can conquer this type of negativity. But positive action will come only through the leadership of responsible, caring adults, such as school administrators, faculty members, and parents. A safe, well-monitored, planned environment can eliminate many of the problems bullies cause. But a structured environment alone will not work if students do not have the confidence to believe they can deal with bullies. *Conquering Bullies* presents strategies students can use to gain this confidence.



HOW TO USE THE PROGRAM

Conquering Bullies uses stories, games, role-playing, and songs to teach important bullying-prevention skills. Written to the tunes of familiar children's songs, the songs bring the characteristics of bullies out into the open in a non-threatening way. They are included in each lesson as an optional feature for leaders who feel comfortable with music and feel they are appropriate for the children to whom the lesson is being presented. Role-playing provides students with a chance to act out, rather than merely talk about, ways to solve problems effectively. Many students find role-playing to be a fun and instructive learning experience. It also gives adults the opportunity to provide students with *supervised* practice in dealing with "real-life" problem situations.

Although the *Jungle Animal Hats* are an integral part of the program, and children will enjoy wearing them, they are not essential. Leaders should construct the 12 hats before beginning the program. Each hat represents an animal which, in turn, represents a bullying-type behavior. Children quickly learn to identify bullying behaviors as they relate these actions to the various animals. It is important for leaders to periodically remind the children that although they are relating bullying behaviors to jungle animals, these animals do not really exhibit these behaviors.

The program's stories, games, and role-plays give students time to think, share, plan, and practice before having to confront a bully. These activities also give confidence to children already involved in a bullying situation. They help children relate to bullying situations and realize that they can be bold and successful.



BULLY'S WORLD

Purpose:

To make students aware that bullies live in a small-minded world, not a tolerant world

Grade Levels: 2-5

Materials Needed:

For The Leader:

- ☐ Copy of *Bully World Categories* (page 144)
- ☐ Copy of *Bully World Cards* (pages 145-147)
- ☐ Chalkboard and chalk

Pre-Lesson Preparation:

Make a copy of the *Bully World Categories* and the *Bully World Cards*. Cut apart the *Bully World Cards* and laminate them for durability.

Lesson:

Optional: If the songs are part of your presentation, write the following words on the chalkboard:

THERE WAS A BULLY

There was a boy who was so mean,
And Bully was his name—o.
B-U-L-L-Y, B-U-L-L-Y, B-U-L-L-Y,
And Bully was his name—o.

There was a girl who was so mean,
And Bully was her name—o.
B-U-L-L-Y, B-U-L-L-Y, B-U-L-L-Y,
And Bully was her name—o.





LITTLE RASCALS

(Note: This lesson should not be presented until you have taught several of the other lessons in this program.)

Purpose:

To help students learn how to get the support of friends in a bad situation

Grade Levels: 2-5

Materials Needed:

For The Leader:

- ☐ *Jungle Animal Hats* from previously taught lessons
- ☐ Four or five handkerchief-size pieces of material
- ☐ Copy of *Little Rascals Situation Cards* (pages 164-165)
- ☐ Copy of *Little Rascals Bully Cards* (page 165)
- ☐ Chalkboard and chalk (if you are using the song)

Pre-Lesson Preparation:

Make a copy of the *Little Rascals Situation Cards* and the *Little Rascals Bully Cards*. Cut apart the cards and laminate them for durability.

Lesson:

Optional: Review some of the previously taught **bully songs**. If the songs are part of this presentation, write the following words on the chalkboard:

TEN LITTLE FRIENDS

One little, two little, three little friends,
Four little, five little, six little friends,
Seven little, eight little, nine little friends,
Ten little friends against bullies.

Ten little, nine little, eight little friends,
Seven little, six little, five little friends,
four little, three little, two little friends,
One little friend against bullies.



JUNGLE SURVIVOR

Purpose:

To help students learn to survive in a comeback standoff

Grade Levels: 3-5

Materials Needed:

For The Leader:

- ☐ *Erupting Elephant Cards* (optional, pages 173-174)
- ☐ *Jungle Animal Cards* (optional, pages 149-150)
- ☐ Different colors of construction paper
- ☐ Scissors
- ☐ Chalkboard and chalk or dry-erase board and marker

Pre-Lesson Preparation:

Obtain descriptions of bullying situations from the *Erupting Elephant Cards*, *Jungle Animal Cards*, or make up four or five situations that would be relevant to the group.

Cut the construction paper into strips.

Optional: Prior to presenting the lesson, write the positive comebacks and ways they could be used (see page 48) on the board.

Lesson:

Introduce the lesson by saying:

In today's lesson, we will be reviewing/learning to make positive comebacks. These are ways to respond that may not anger the bully and make the situation worse. Of course, there are no guarantees. But using positive comebacks is the best chance anyone has of dealing effectively with a bully.



LOUD-MOUTH LION

GOSSIPING

Purpose:

To help students become aware that something that is repeated may differ from what was said originally

Grade Levels: 2-5

Materials Needed:

For The Leader:

- ☐ *Loud-Mouth Lion Hat* (pages 198-202)
- ☐ Copy of *Loud-Mouth Lion Gossiping Statements* (page 169)
- ☐ Chalkboard and chalk (if you are using the song)



Pre-Lesson Preparation:

If not constructed previously, make the *Loud-Mouth Lion Hat* according to its directions.

Make a copy of the *Loud-Mouth Lion Gossiping Statements*.

Lesson:

Optional: Pick one or two of the previously taught bully songs to review. If the songs are part of this presentation, write the following words on the chalkboard:

WHERE IS GOSSIP?

Where is gossip?
Where is gossip?
Here it is. (point to mouth)
Here it is. (point to mouth)
Think before you talk. (point to head)
Think before you talk. (point to head)
Never gossip.
Never gossip.



MENACING MONKEY

STAYING SAFE IN UNSAFE SITUATIONS

Purpose:

To help students understand how to be safe in an unsafe situation

Grade Levels: 3-5

Materials Needed:

For The Leader:

- ☐ *Menacing Monkey Hat* (pages 232-236)
- ☐ 2 chalkboard erasers
- ☐ Watch with a second hand



Pre-Lesson Preparation:

If not constructed previously, make the *Menacing Monkey Hat* according to its directions.

Lesson:

Optional: If the songs are part of your presentation, have the students sing a few of the bully songs they learned in previous lessons. If the children have not learned any of the songs, choose one or more songs from other lessons.

Introduce or continue the lesson by saying:

Today we will be learning about how to handle a bully. Who can tell me about times when you need a buddy? (Pause for responses. Examples are: swimming, hiking, on a playground, in a public restroom, etc.) **Why would you need a buddy at these times?** (For safety, companionship, fun, etc.) **Buddies are very important at school, too. You need to stay with your friends for safety when you are around a bully, especially since bullies and their friends tend to gang up on others.**



BULLY STORIES

TWELVE STORY-BASED LESSONS FOR YOUNGER STUDENTS

Each lesson includes:

A STORY ABOUT THE TYPE OF BULLY FEATURED

DISCUSSION QUESTIONS

ROLE-PLAY ACTIVITY

In each lesson, the children will answer similar questions about the story read. Each role-play is also similar. Young children need repetition, and this repetition will enable them to better grasp the concepts being presented.



ZANY ZEBRA STORY

One day, Neji invited Zany Zebra to his house to play. Zany Zebra was always a lot of fun at school, making everyone laugh and laugh at her funny antics. Neji was excited about Zany's visit. He had all kinds of games planned and baskets of toys to play with when Zany Zebra arrived.

Zany was excited, too. She loved to play jokes and act silly to get others to laugh and notice her. When Zany arrived, the two friends played a ball game. Zany Zebra ran very fast and Neji caught all of the kicked balls. All except one, that is. That ball sailed through the front window of Neji's house and Neji and Zany heard a loud crash. Neji's mother appeared in the window right away and called out to the ball players: "Who did this to my window?"

Neji looked sheepishly at his mother and said, "I didn't catch the ball that Zany Zebra kicked."

But Zany Zebra ran away, yelling, "I didn't do it! I didn't do it! He did it! He did it!"



Later, after things calmed down and Neji had cleaned up the shattered glass, Zany Zebra returned to play. Neji was disappointed that Zany Zebra had blamed him for the whole accident. And to make it worse, when Neji asked why she ran away, Zany Zebra just laughed and giggled, "I was just playing a joke on you. Can't you take a joke?"

Neji just looked at her. "But you didn't help me clean up the broken glass, and that's not funny,"

HARASSING HIPPO STORY

The three friends Neji, Perty Parrot, and Skinny Dog Genka enjoyed running, skipping, and jumping up and down through the jungle and by the river's edge. In fact, that's what they did almost every day. Whenever the three friends were nearby, Harassing Hippo spied on them. He hid under the deep water, with only his bulging eyes sticking out above his snout. Harassing Hippo wished that he could run and move as quickly as Neji, but he just couldn't. So, Harassing Hippo called Neji a name each time the boy came near the edge of the river.

The first time, Harassing Hippo called out, "Hi, Skippity Clippity" in a mocking voice as Neji skipped by, Neji just ignored Harassing Hippo's unfriendly words.

The next time, Harassing Hippo called out, "Hi, Funny Runny Bunny" as Neji ran past. Still Neji ignored Harassing Hippo's foolish ways. He did, however, feel angry at being called the crazy, mean name.

Then Harassing Hippo called out over and over again to Neji in a singsong fashion, "Neji Weji can't hop or pop." Neji tried to ignore Harassing Hippo again, but the anger was boiling inside of him. Then he began to remember what his mother had said: "Always protect yourself." And that's what he decided to do.

Neji stopped at the water's edge and answered the hiding hippo, "What did you say? That sounds like name-calling, and only bullies do that." Then Neji turned and left Harassing Hippo in the deep water.

Skinny Dog Genka barked a warning to Harassing Hippo. Perty Parrot swooped down with a warning flap of her wing at Harassing Hippo's big snout. Then Neji's two friends followed him to safety. With all of this going on, Harassing Hippo decided to dip under the water. He realized that he had just ruined a chance to make friends to play with. Now he was alone again.



THE BULLY IN THE SCHOOL

Sung to the tune of
The Farmer In The Dell



The bully in the school,
The bully in the school,
Hi ho the dario,
The bully in the school.

The bully picks a fight,
The bully picks a fight,
Hi ho the dario,
The bully picks a fight.

The bully calls a name,
The bully calls a name,
Hi ho the dario,
The bully calls a name.

The bully yells and screams,
The bully yells and screams,
Hi ho the dario,
The bully yells and screams.

The bully doesn't share,
The bully doesn't share,
Hi ho the dario,
The bully doesn't share.

The bully leaves you out,
The bully leaves you out,
Hi ho the dario,
The bully leaves you out.

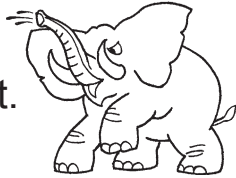
The bully puts you down,
The bully puts you down,
Hi ho the dario,
The bully puts you down.

The bully gangs up on you,
The bully gangs up on you,
Hi ho the dario,
The bully gangs up on you.

The bully does no wrong,
The bully does no wrong,
Hi ho the dario,
The bully does no wrong.



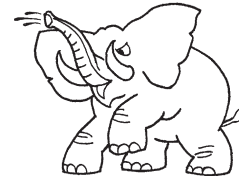
Look at those big
ears that you've got.



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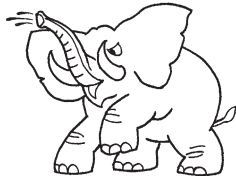
Why are
you so fat?



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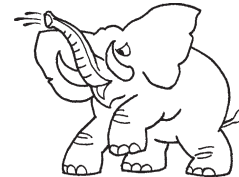
Thank you
for inviting me.



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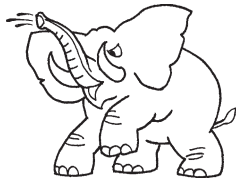
Please pass
the salt.



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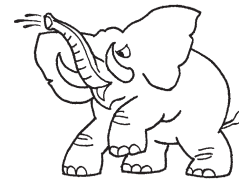
When I sneeze,
I use a tissue.



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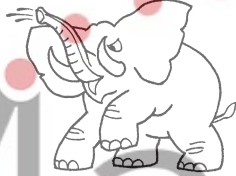
No, thank you.
I don't care
for any candy.



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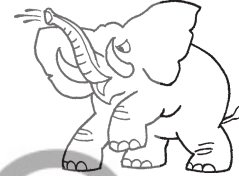
You have
nice hair.



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Come play
with us.



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You played a
really good game.



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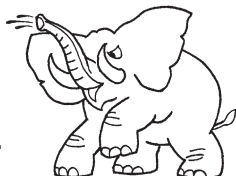
Wow! An "A" on
your math test.
That's great!



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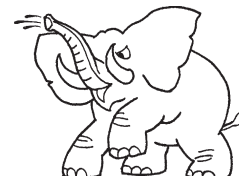
Thank you for
helping me with
my science project.



CONQUERING BULLIES: ERUPTING ELEPHANT CARDS

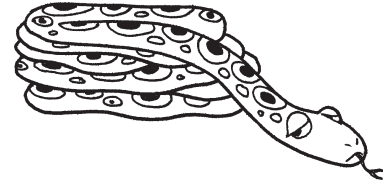
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May I borrow
a pencil, please?



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SNAPPY SNAKE SITUATION CARD #1

SKIT: ON THE BEACH

Child 1: Let's go swimming in the ocean.

Child 2: I've got a float and some flippers.

Child 3: Those flippers are dumb.

Child 2: No, they're not. I think it sounds like fun. Let's go.

Child 3: (Whining) But I won't have anything to do if you go swimming.

Child 1: Then come with us.

Child 3: No! I don't want to be seen with you and those ugly flippers.

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SNAPPY SNAKE SITUATION CARD #2

SKIT: THE PARTY

Child 1: Why can't we have cake and ice cream now? I'm hungry.

Child 2: We have to wait until Sam gets here.

Child 1: I'm tired of waiting. It's no fair!

Child 2: Yeah, but Sam called and asked us to wait for him since his dad was running late.

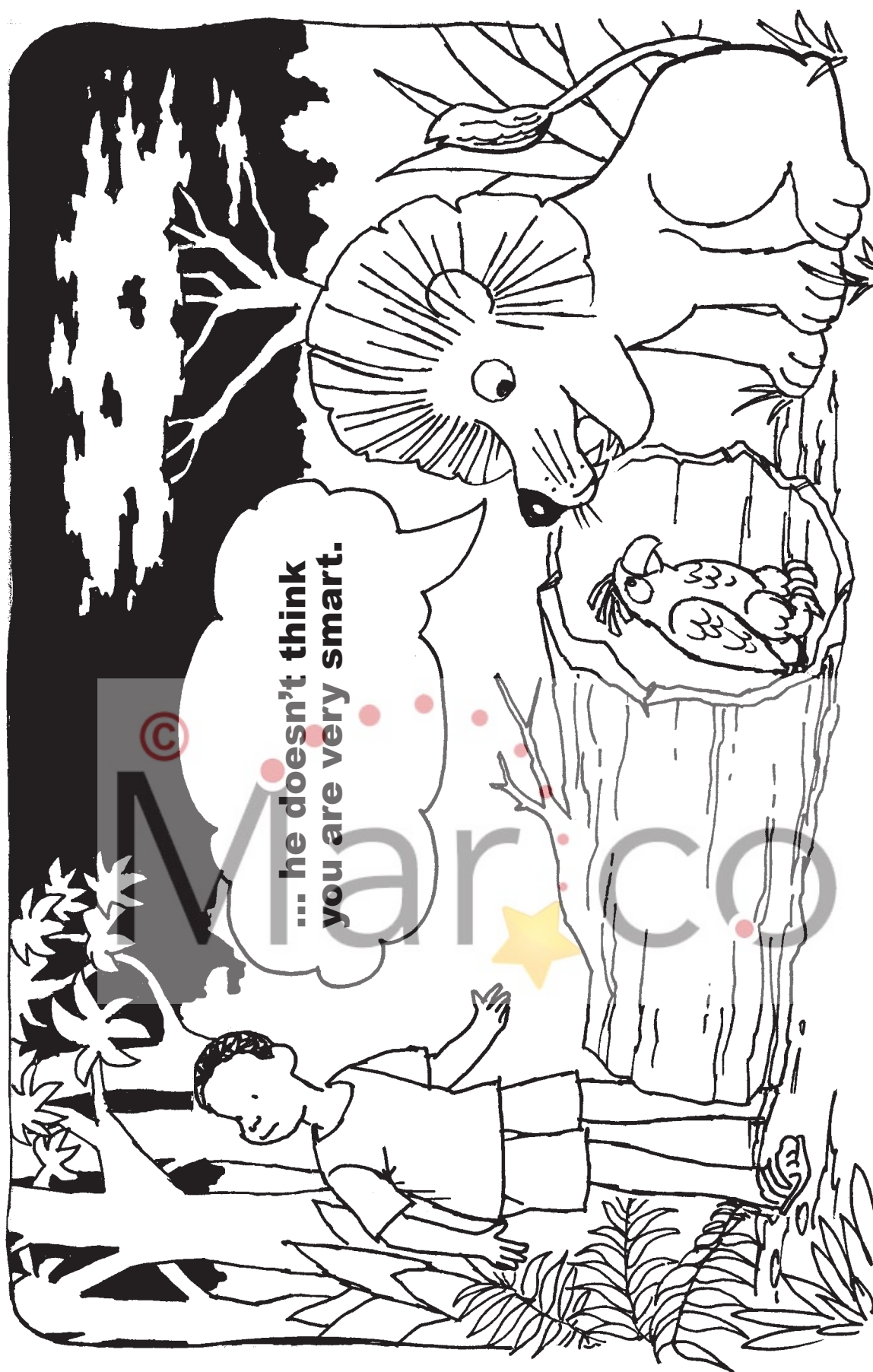
Child 1: I don't care. I'm hungry NOW!

Child 3: Well, as long as we're waiting, let's play a board game until Sam gets here.

Child 1: I'm no good at board games. I don't want to do that. I want some cake and ice cream.

Child 3: I'm sure Sam will be here soon.

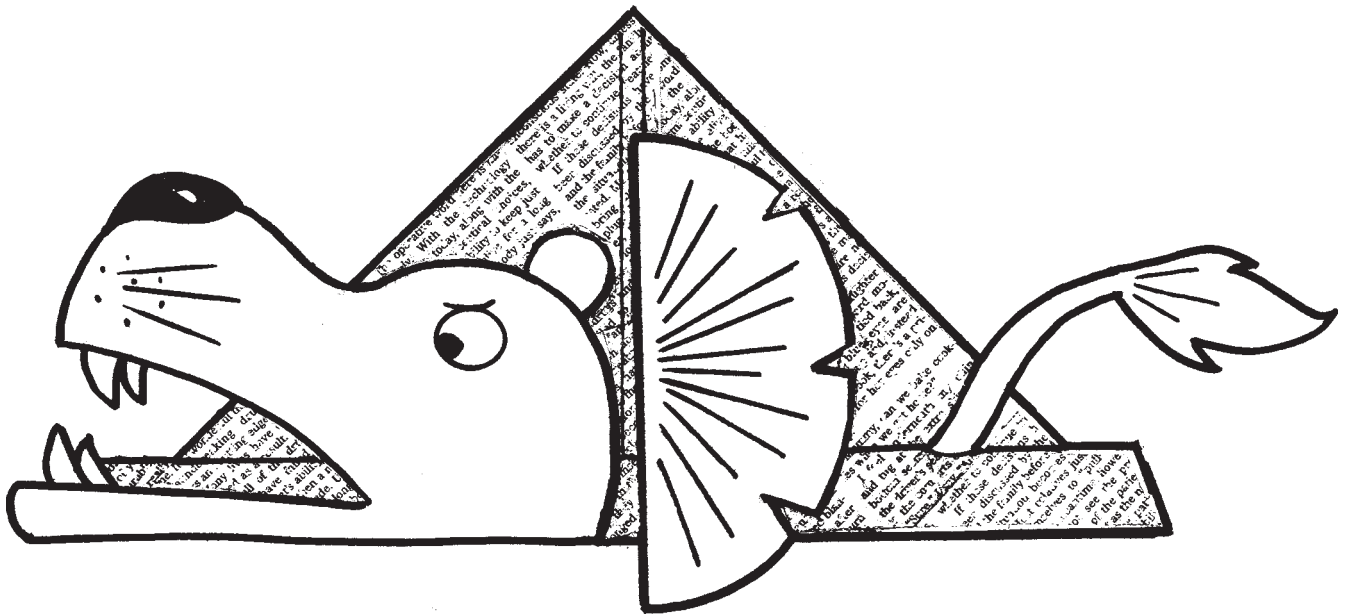
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Don't Be A Loud-Mouth Lion!

GOSSIPING AND LYING IS HURTFUL.

LOUD-MOUTH LION HAT



Directions:

1. Make a newspaper hat (see page 197).
2. Reproduce all the required pattern pieces on medium-weight colored paper.

Suggested colors:

Head: tan or gold

Mane: gold

Eyes: white

Teeth: white

Alternative: Reproduce the pattern pieces on medium-weight white paper and color them.

Squiggly eyes, glitter, yarn, ribbon, etc. may also be used to decorate the hat.

3. Cut out the pattern pieces.
4. Glue the pattern pieces as shown in the above picture to both sides of the hat.

**LOUD-MOUTH LION
HAT PATTERN**

