

### Lesson Concepts

- You can refuse to let bullying happen to you or to others.
- Being assertive is one way to refuse bullying.

### Key Words

Refuse, assertive

### Objectives

Students will be able to:

- Recognize bullying
- Apply assertiveness skills to refuse bullying in response to scenarios

### Materials

- DVD player and monitor or computer with speakers, projector, and screen
- How to Create a Refuse Signal resource from [www.secondstep.org](http://www.secondstep.org)
- Three Rs of Bullying poster
- Bullying Prevention Following Through Card 3
- Bullying Prevention Lesson 3 Home Link

### Why This Lesson Matters

This lesson reinforces the importance of reporting and adds a focus on helping students learn to use their assertiveness skills to refuse bullying. Students learn that reporting bullying is important because adults should both intervene directly and help them figure out and practice how to respond effectively. Research shows that students can reduce their chances of being bullied in the future by responding assertively. This helps students see that they can get help and help themselves, and that doing both is often the best way to handle bullying.

### Teaching Notes

Have the video story projected and ready to go before you begin the lesson.



In this lesson, students practice assertiveness skills to refuse bullying. Being assertive is a *Second Step* skill taught in Grade 2, Lesson 4.

## Review

**In our last lesson about bullying, you learned how to report bullying to a caring adult who will listen and help you.** Refer to “Report” on the Three Rs of Bullying poster. **What are some words you can say when you want to report bullying?** (I need to report bullying.) **Who are some adults you can report bullying to?** (Teacher. Principal. Counselor. Family member.) **Remember, in our class and in our school we are safe and respectful. Bullying is not allowed. When bullying happens to you or to someone else, you must report it.**

## Introduction

**When you practiced reporting bullying, you used a strong, respectful voice. You were assertive.** Refer to “Be assertive” on the *Second Step Skills for Learning* poster. **Today you’re going to learn how to be assertive to refuse bullying when it happens to you or to someone else.** Refer to “Refuse” on the Three Rs of Bullying poster. **Refuse means not to let something happen. You say no. You can also use a signal that means stop.** Show your class a refuse signal that means stop. Go online to [www.secondstep.org](http://www.secondstep.org) for information about developing a class refuse signal. Have students practice giving and receiving the refuse signal.

**Now you will hear a story about Addy and Shauna. As you listen to the story, think about what Shauna is doing. Do you recognize that Shauna is bullying?** Refer to “Recognize” on the Three Rs poster. **Then think about what Addy can do to refuse Shauna’s bullying.** Refer to “Refuse” on the Three Rs poster.

## Story and Discussion

**Play Part 1 of the video.**



Last week things were going great between Shauna and me. She even let me be in her Best Friends Club! Now everything has changed. Shauna says I’m not in her

club anymore. And at recess she and her friends stare at me and whisper to one another. I can tell by the looks on their faces that they’re not saying nice things about me.

I keep asking myself, “Addy, what did you do to make Shauna so mad at you?” But I can never come up with an answer. I just don’t understand why Shauna is being so unfair.

**1. How do you think Addy feels about not being in Shauna’s club anymore?** Give think-time. Call on a few students at random. (Confused. Sad. Like it’s unfair.)

**Play Part 2 of the video.**

When I was a member of the Best Friends Club, I got to hang out at recess with Shauna and her friends. Shauna loves playing jump rope, so that’s what I ended up doing, too. I had to swing the rope all the time, even though I really wanted to have a turn at jumping. Oh well, I thought, at least I’m in the club.

I noticed that Shauna would say lots of mean things all the time about other kids who weren’t in her Best Friends Club. I remember thinking, “I’m sure glad I’m not one of those kids!” Well guess what? Now I am. And it doesn’t feel good at all! It’s just not fair that Shauna gets away with treating people this way.

**2. If you think Shauna is bullying, touch your elbow.** Comment on the number of elbows touched. **How do you know that Shauna is bullying Addy? Remember, bullying hurts bodies or feelings. It usually happens over and over. It is unfair and one-sided.** Refer to “Recognize” on the Three Rs poster, then give think-time. Call on a few students at random. (She’s excluded Addy from her club. She leaves Addy out every recess. She stares and whispers mean things to her friends about anyone not in her club—including Addy. It keeps happening.) **Those are all things that help you recognize that Shauna is bullying Addy.** Refer again to “Recognize” on the Three Rs poster.

**3. Shauna doesn't want Addy to be in her Best Friends Club anymore. Is it okay to be mean to others just because they're not in your club? Shake or nod your head.** Comment on the number of heads shaking. **That's right. Even though it's okay to be part of a group, it is not okay to leave out, ignore, pick on, or be mean to others who are not in your club or group.**

**Play Part 3 of the video.**

Today at recess I really want to play jump rope. So I go over to Shauna, hoping she's forgotten that she's kicked me out of the club. I figure it must be hard for her to keep track, because the friends in her club always seem to be changing.

When I get in line with a couple of the other girls waiting to jump in, Shauna shouts, "Hey, Addy! What did I tell you? You're not in our club anymore! Go away!"

Shauna's friends turn around and glare at me. How come Shauna is the big decider? Why can't I play jump rope if I want to? This doesn't feel right. This feels like bullying! Mr. Kim, my teacher, tells us that bullying isn't allowed in our school. He wants us to let him know if we see it happening, so that's what I'm going to do!

**4. If you think Addy must report Shauna's bullying to Mr. Kim, pat your knees.** Comment on the number of knees patted. **That's right. Addy recognizes that Shauna is bullying her.** Refer to "Recognize" on the Three Rs poster. **She needs to report the bullying to Mr. Kim. He is a caring adult who will listen and help her.** Refer again to "Report" on the Three Rs poster. **What should Addy say when she reports to her teacher?** (I need to report bullying.)

**Play Part 4 of the video.**

"Mr. Kim," I say, "I need to report bullying." Then I tell him all about Shauna's Best Friends Club. "She leaves people out and says mean things about them... and now me, too!" I explain.

"Addy," says Mr. Kim, "you're absolutely right that it's not okay for friends—or anyone—to treat others like this. It's not your fault. I'll work with Shauna to help her stop bullying."

"Is there also something I can say to Shauna to let her know that I don't like the way she's treating me and all the other kids who aren't in her club?" I ask.

"Let's practice what you can say, using a strong, respectful voice," he says. "I'll also let the playground supervisor know what's been going on and to give you the support you need when you talk to Shauna. I will talk to the entire class, too, about how we all can help make our class and school safe from bullying."

**5. Addy is going to refuse Shauna's bullying.** Refer to "Refuse" on the Three Rs poster. **What kind of voice does Addy use when she practices what she is going to say to Shauna?** Give think-time. Call on a few students at random. (Strong. Respectful. Assertive.) **Practicing what to say first, and having a caring adult close by when you say it, can help you be brave enough to refuse bullying when it happens.**

**Play Part 5 of the video.**

At recess this morning I walk right up to where Shauna and her friends are playing jump rope. "Shauna, it's not okay for you to kick me out of your club for no good reason. It's also not okay to be mean to me or anyone else who's not in your club. That's bullying."



**6. Why do you think it was important for Addy to use a strong, respectful voice when she talked to Shauna?** Give think-time. **Turn and tell your partner your ideas.** (So Shauna would take her seriously. Yelling or being mean back might make it worse. To show Shauna how to be respectful by using respectful words.)



**7. What do you think Shauna should do now?** Give think-time. **Turn and tell your partner your ideas.** (Let Addy play. Stop excluding others. Apologize. Stop bullying.)

**Play Part 6 of the video.**

Shauna looks at me and then at the playground supervisor, who is watching us. She takes a couple of big breaths, then shrugs her shoulders. Now I know I can play jump rope if I want to. It's no longer up to just her.

"Hey, Addy," Alexa calls. "Do you want to play on the bars with me?"

"Are you sure it's okay with your friends?" I ask.

"You bet!" Alexa says. "Anyone who wants to play with us can!" So that's what I do!

**8. Let's think about what Addy did to stop Shauna's bullying.** Refer to the Three Rs poster and have students tell you how Addy did each one. (She recognized that Shauna was bullying her. She reported the bullying to her teacher. She refused Shauna's bullying by using an assertive voice to tell her to stop.)

**Addy did all Three Rs on the poster. Let's say each of the Rs together.** Point to each R and say it with your students: **Recognize, Report, Refuse.**

**Skill Practice**

**Now you will practice refusing bullying.**

Refer to "Refuse" on the Three Rs poster. **When you refuse bullying, be assertive and stand up straight, face the person you're refusing, and use a strong, respectful voice.** Model for students how this looks and sounds: **Stop it. That's bullying.** Remind students that it is important not to be silly when they practice refusing bullying. **Bullying isn't silly. It's important to practice refusing the way you would do it in real life.**

EXPLAIN and MODEL the steps, using the first scenario:

1. Have 4–5 students at a time come up to the front of the class and face you as if you were the child in the scenario who is doing the bullying.
2. Tell the other students in the class they are the "watchers." Have them watch carefully and give a thumbs-up if the students practicing are facing you and speaking clearly.
3. Read the scenario.
4. Have the standing students say together in strong, respectful voices, "Stop it. That's bullying." Call on students to repeat the practice as needed. Have reluctant students repeat the practice with a more confident partner for extra support.
5. Have students sit down.
6. Repeat steps 1–5 with a new group of students for each new scenario.

**Scenarios**

- **A boy in your class has pushed you into the wall really hard many times.**
- **Every day at lunch, the same two girls say mean things about your brother. Then they tell you to get away from their table.**
- **The boy who sits in front you on the bus tries to pull your backpack off your back every time you walk by him.**
- **Every day at recess, someone you thought was your good friend tells kids not to play with you anymore.**

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### Wrap-Up

Today you learned how to refuse bullying after you've reported it to a caring adult. Refer to "Refuse" on the Three Rs poster. **What kind of voice do you use when you are refusing bullying?** (Strong. Respectful. Assertive.) **Practicing what you want to say with a caring adult first is a good way to be ready when you need to refuse bullying. Who are some caring adults you can practice refusing bullying with?** Give think-time. Call on a few students at random. (Teacher. Counselor. Family member.) **Remember, in our class and in our school we are safe and respectful. Bullying is not allowed, and it must be reported to an adult.**

### Following Through

Skills and concepts are retained best when regularly practiced and reinforced. See Bullying Prevention Following Through Card 3.