

# The Drop Box

## OBJECTIVES

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- To increase students' comfort in informing the teacher about bullying situations in the classroom
- To assure students that their concerns about bullying in the classroom will be addressed

## MATERIALS

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- A shoe box with a hole cut in the lid
- Copies of the Notes to My Teacher page (one note for each student; cut each page into individual slips)

## DIRECTIONS

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1. Introduce the activity to the students by saying something like the following:

Bullying happens when one student who has more power harms another student. That is why it is very important to have a teacher or another adult help you if bullying occurs. I would like to help you stop bullying in our classroom. I want you to know that I will be here for you to talk to and that I won't be mad at you for talking to me about bullying. I will not consider anyone a tattletale if they are helping to keep our classroom a safe place to learn.

2. Give each student a Note to My Teacher slip, then do as follows:

Explain that you will give students a copy of this note every day and that you would like them to take a few minutes to write you a brief message.

Tell them that the notes can be about anything, not just bullying, and that they can sign their names or not, as they wish.

Show them the drop box, and let them know that after they have written their messages, you will bring the box around so they can deposit their notes.

Let them know that you will read their notes and begin to work on any bullying problems the class might be having. (If the problem continues, they can let you know by writing that in the note the next day.)

3. At the end of each week, save time to talk to your students about any major, ongoing concerns they may have about bullying, and let them know what steps you have taken to solve these problems.

## **DISCUSSION QUESTIONS**

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- How do you feel about writing me a note every day about bullying or anything else that is on your mind?
- Do you think writing me a note will be easier for you to do than talking to me?
- If you feel uncomfortable talking to me or another adult in person about bullying, why do you suppose this is?
- Is it tattling to tell me or another adult about a bullying problem you know about?
- How do you think I can use the things you tell me to make our classroom a safer, better place for learning?

## **NOTE**

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If students reveal in their notes that they are experiencing high levels of stress related to bullying or to other issues, you may decide to invite the school counselor or social worker to your class or make individual referrals as appropriate.

## Notes to My Teacher

*A note to my teacher*

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### Activity 2.3

*Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders (Grades K-5)*  
© 2003 by Arthur M. Horne, Christi L. Bartolomucci, and Dawn Newman-Carlson.  
Champaign, IL: Research Press. (800) 519-2707.

# What Would You Do?

## OBJECTIVES

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- To encourage students to develop problem-solving skills, necessary in handling bullying and other tough situations
- To help students learn alternative ways to manage aggression
- To increase students' awareness of and control over responses in these situations

## MATERIALS

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- Copies of the What Would You Do? worksheet
- Pencils or pens

## DIRECTIONS

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1. Give each student a copy of the What Would You Do? worksheet. Direct students' attention to the first situation, then read the situation aloud (i.e., "Ray hit Benjamin").
2. Explain that the three pictures that go with this first example show different ways the student who was bullied could respond. Go over what is happening in each picture so the possible responses are clear.

*Situation 1:* Ray hit Benjamin.

- A. Benjamin tells the teacher. (*best*)
  - B. Benjamin hits Ray Back (*worst*)
  - C. Benjamin yells at Ray.
3. Once students understand the possible responses, ask them to identify the picture that shows the best way to handle the situation by circling it, then to identify the worst way by drawing an X over it.
  4. Follow the procedure in Steps 2 and 3 for the remaining two situations.

*Situation 2:* A fifth grader stole a second grader's lunch.

- A. The second grader cries.

- B. The second grader tells the teacher. (*best*)
- C. The second grader kicks the fifth grader. (*worst*)

*Situation 3:* David called Rita a name.

- A. Rita calls David a name back.
- B. Rita hits David. (*worst*)
- C. Rita tells David, “Go away.” (*best*)

## **DISCUSSION QUESTIONS**

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- How do you decide how you want to handle a tough situation?
- Is it easy or hard to make a good choice?
- What happens if someone hits you and you hit the person back? Do you also get in trouble for hitting?
- Do you know anyone who handles tough situations well?
- Whom can you go to for help if you are in a tough situation?

## What Would You Do?

1. Ray hit Benjamin.

A.



Benjamin tells the teacher.

B.



Benjamin hits Ray back.

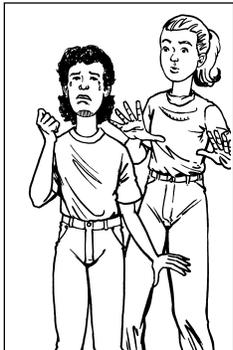
C.



Benjamin yells at Ray.

2. A fifth grader stole a second grader's lunch.

A.



The second grader cries.

B.



The second grader tells the teacher.

C.



The second grader kicks the fifth grader.

3. David called Rita a name.

A.



Rita calls David a name back.

B.



Rita hits David.

C.



Rita tells David, "Go away."

### Activity 3.2

# Bully, Be Gone!

## OBJECTIVES

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- To encourage students to understand the negative consequences of bullying for victims
- To help students recognize the seriousness of bullying
- To encourage students to realize that they have the power to help victims of bullying

## MATERIALS

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- Copies of the Bully, Be Gone! worksheet
- Crayons, markers, or colored pencils

## DIRECTIONS

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1. Discuss bullying with your students by sharing some of the consequences of bullying. For example, you could say:

Did you know that bullying can really hurt your classmates? Some kids are afraid to come to school. Some kids feel sick every day before they come to school. Other kids try to skip school. Some kids feel bad about themselves until they grow up.

It isn't fair that so many kids have to feel this way because someone at school is hurting them. School needs to be a place where we can all come, learn, and make friends. But you know what the best thing is? If we all work together, we can make sure our school is safe and none of our students needs to feel this bad. If we make a pact to work together, we can make sure there are no bullies at our school!

2. Give each student a copy of the Bully, Be Gone! worksheet, and distribute the art supplies.
3. Instruct students to draw pictures or symbols (or write words or phrases) on the left-hand side of the worksheet to describe what they think victims feel when they are bullied.

4. After students have finished, allow them to share their work with the class if they wish. Talk with them about how they would like to help the victims of bullying. How can they stick up for the victim or stand up to the bully? What do they think they could do? Whom could they go to for help?
5. Then instruct your students to illustrate, on the right-hand side of the worksheet, how they think victims will feel after everyone works together to get rid of bullying in the school.
6. When they have finished, allow students to share their work once again.
7. Facilitate class discussion by asking the following questions.

## **DISCUSSION QUESTIONS**

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- How bad do you think being a victim is?
- Do you think it is fair to be a victim of bullying?
- Do you think many kids are victims of bullying at our school? Why or why not?
- Do you think that if we all join forces we can make a difference in our class and school?
- Do you think each of you has the power to help stop victimization? If not, who can help you gain more power?

## Bully, Be Gone!

<i>Victims of bullying feel like this . . .</i>	<i>When bullying stops, students who used to be bullied can feel like this . . .</i>
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### Activity 5.2

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