Bully Prevention
In Positive Behavior Support

Student Curriculum (Part 1)

Time:
50 minutes

Bully Prevention  Introduction

Objectives:
- Establish rules and expectations for group discussions
- Teach 3-5 school-wide rules for outside the classroom
- Teach Social Responsibility Skills (Stop/Walk/Talk)
- Practice

Procedure:

I. Establish rules for instruction based on 3-5 school-wide positively stated rules
   Examples might include:
   - Be Safe - Keep hands and feet to self during lesson
   - Be Respectful - One person speaks at a time
   - Be Responsible - Use what you learn!

II. Discuss what school-wide rules look like outside the classroom
   Examples might include:
   - Saying nice things to other students
   - Walking in hallways or the cafeteria
   - Keeping your hands and your feet to yourself

Notes:

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III. Discuss examples of not following school-wide rules in specific settings

*Examples might include:*
- Running in the Hallways or Cafeteria
- Throwing objects at another student
- Hitting, kicking, or restricting another's movement
- Talking behind someone's back
- Threatening another student
- While playing basketball, 4-square, or kickball
- Calling someone names

IV. Discuss why kids exhibit problem behavior outside the classroom

*The candle under a glass cup*

**Materials Needed:**
- Small candle
- Clear glass cup that can fit over the top of the candle
- Matches or lighter

**Procedure:**
1. Compare fire and problem behavior with the class (Light the candle)
   - Both can be bright and both can hurt
2. Explain how problem behavior needs *peer attention* to keep going just like a candle needs oxygen to stay lit.
3. Discuss the many forms of *peer attention*
   - Arguing with someone that teases you
   - Laughing at someone being picked on
   - Watching problem behavior and doing nothing about it.
4. Explain how taking away peer attention is like taking the oxygen away from a candle (cover the lit candle with the clear glass cup, and watch as the flame slowly dies out).
5. Students can take away the peer attention that keeps problem behavior going by:
   - Telling someone teasing you to "stop"
   - Walking away from problem behavior
   - Helping another student by saying "stop" or by walking away from problem behavior with them.
   - Telling an adult
V. Teach Social Responsibility Skills  
(Stop/Walk/Talk)  
Describe the 3 steps for responding to problem behavior

Be sure to practice each step with the students and ensure that they are fluent. This should include at least 3 correct examples and at least 2 non-examples (When not to use the 3-step response)

1. The Stop Signal
   • Teach students the school-wide "stop signal" (verbal and physical action) for problem behavior.
   • Model the use of the stop signal when they experience problem behavior or when they see another student experiencing problem behavior.
   • Practice the Stop Signal, calling volunteers to the front of the class.
     • Include at least 3 examples of the right time to use the stop signal

Positive examples of when to use the stop signal might include:
   • Johnny pokes Sally in the back over and over while in line
   • Susie teases Sally and calls her a derogatory name
   • Joey tackles Sam while playing two-hand touch football
   • Sam steals the ball away from Fred when they are not playing a game that involves stealing.

   • Include at least 1-2 examples of when not to use the stop signal

Negative examples: when not to use the stop signal
   • Johnny accidentally breaks the double-dribble rule in basketball
   • Kelly makes a suggestion for a game that Fred does not like
   • Sam steals the ball away from Fred when they are playing basketball: a game where stealing is appropriate
   • Sally continues to poke Susie in line, even after Susie has delivered the stop signal
2. **Walk Away**

Sometimes, even when students tell others to "stop", problem behavior will continue. When this happens, students are to "walk away" from the problem behavior.

- Model "walking away" when students experience continued problem behavior or when they see another student experiencing continued problem behavior
  - Remind students that walking away removes the reinforcement for problem behavior
  - Teach students to encourage one another when they use the appropriate response

- Practice "walking away" with student volunteers at the front of the class
  - Include at least 3 examples of how to "walk away" and at least one example of when not to.

3. **Talk: report problems to an adult**

Teach students that even when they use "stop" and they "walk away" from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should "talk" to an adult

- Model the "talk" technique students should use when they experience continued problem behavior or when they see another student experiencing continued problem behavior

**Be sure to discuss the line between "talking" and tattling.**

- "Talking" is when you have tried to solve the problem yourself, and have used the "stop" and "walk" steps first:
  - Did you request "stop"?
  - Did you "walk away"?
- Tattling is when you do not use the "stop" and "walk away" steps before "talking" to an adult
- Tattling is when your goal is to get the other person in trouble
Important Note:
If any student is in danger, the "stop" and "walk away" steps should be skipped, and the incident should be reported immediately.

- Describe to students how they should expect adults to respond to "Talk"
  1. Adults will ask you what the problem is
  2. They will ask if you said "stop"
  3. They will ask if you "walked away" calmly

- Practice "talk" with student volunteers at the front of the class
  - Again, be sure to include at least 3 examples of how to "talk" and at least one example of when not to "talk"

4. Review Stop/Walk/Talk
- Test students orally on how they should respond to various situations that involve problem behavior

Include questions that involve each possible scenario:
- Using "Stop", "Walk", and "Talk"
- Responding to "Stop", "Walk", and "Talk"