

## Quinney Cougar's Cool Tool – ABC'S for Bullying Behavior



**Universal Expectation:** I act respectful, responsible, and come ready to learn when I keep my school safe and bully free.

**Setting and Length of Lesson:** classroom, 30 minutes

**Materials Needed:** ABC's Matrix

**Purpose:** To teach the students **how to respond appropriately to bully behavior using a 3 step plan: STOP/WALK/TALK.**

### 3 KEY POINTS:

1. **We do NOT label the Bully – We label the behavior.**
2. **What is the difference between TEASING and BULLYING – Have students work out conflicts on their own if able.**
3. **Empower the BYSTANDERS – It's okay to help others!**

It is our responsibility to treat others with RESPECT and not Bully others.

Act Respectful
Value everyone's differences Use kind words and good manners Keep hands, feet, and objects to yourself Take care of property Use appropriate voice level



### Procedure to Teach Expectations:

1. Say, **"Today I am going to remind you how to act respectful in all settings."** Explain to the students that they are going to learn how to show respect by responding appropriately to bullying behavior.
2. **State and review the Act Respectful expectations from the matrix (optional).**
  - Value everyone's differences
  - Use kind words and good manners
  - Keep hands, feet, and objects to yourself
  - Take care of property
  - Use appropriate voice level
3. **Define: What is BULLYING?**
  - A)** When someone has power over another person and they use that power to aggressively hurt other people repeatedly.  
(physically, mentally or emotionally)

## **B) Differences Between BULLYING and Mean Behavior:**

- \* Not repeated or aggressive
- \* No power over

### **Explain:**

- Bullying is unwanted behavior that keeps occurring over and over again...even after you have tried strategies to stop the behavior.
- If you have tried strategies to stop a behavior and it keeps happening, it is important to tell a trusted adult..it is not tattling.
- Spreading rumors, continually excluding people or saying mean things on the internet is bullying.
- It is important to show a bully that you do not approve of their behavior.
- It is important to help someone who is being bullied by being their friend, telling the bully to stop or getting help from a trusted adult.

#### **4. Introduce the topic of responding appropriately to bully behavior using a 3 step plan: Stop/Walk/ Talk.**

### **THE STOP SIGNAL**

#### **1) Our stop signal is shown by holding up one's hand in front of the body. (remember to show the stop signal in your own body space...don't get it other person's space)**

- Positive examples...encourage students to use stop signal and an "I MESSAGE"...  
I feel \_\_\_\_\_ when you \_\_\_\_\_ so please \_\_\_\_\_.  
(practice I MESSAGES with a few scenarios below)
- When discussing the Negative Examples...talk about appropriate social skills to handle those situations..."compromise...ignore...kindly remind of the rule, etc."

### **WALK AWAY**

#### **2) If you have asked someone to stop and the behavior continues, you may need to walk away.**

- Practice walking away if someone keeps calling you names even after you gave the stop signal and an I MESSAGE.
- Practice walking away if someone is telling you that you have a weird haircut and keeps making fun of you even after you gave the stop signal and used an I MESSAGE.
- DON'T walk away with a huge attitude or when someone is trying to talk calmly with you.

## TALK: REPORT PROBLEMS TO AN ADULT

- 3) If you walked away and it **STILL** continues it is important to tell a trusted adult. List some trusted adults on the board or brainstorm them out loud.

- Johnny plays with a group of girls some of the boys in his class keep calling him “Jenny” because he plays with the girls. He gave them the STOP signal with an I MESSAGE, walked away to another space on the playground and the boys keep chasing him down and teasing.

## 5. STUDENT RESPONSE TO STOP/WALK/TALK:

**Students need to know how to respond when someone uses the STOP/WALK/TALK strategy and asks them to stop a behavior.**

\* **Emphasize:** We do NOT argue about what you were or were not doing—simply STOP, take a deep breath and count to 3 and go on with your day. This reaction will immediately diffuse the problem.

**Students respond by:**

- STOP their behavior and make it right.
- Take a deep breath.
- Calmly go on with their day.

## 6. REVIEW STOP, WALK, TALK.

Restate and review the expectations with students: Ask the students, “*How do we act respectful to others in all settings?*” “*Why is it important to respond appropriately to bullying behavior? What are the steps to responding to bullying behavior? How do you respond if someone uses the stop/walk/talk strategy?*”

## Discussion Scenarios:

- **#1** Johnny says, “Nice haircut Sally!” (Said in a sarcastic tone of voice)  
Sally gives Johnny the stop signal and says, “I feel sad when you make fun of my haircut, please stop. Johnny takes a deep breath after stopping the sarcastic talk. He counts to 3. He apologizes and walks away.
- **#2** Jill steals the ball from Khloe who was playing with it.  
Khloe gives Jill the stop signal and says “I FEEL mad when you steal the ball from me. Please stop.” Jill stops and makes things right by giving Khloe back the ball. Jill takes a deep breath, counts to 3, and walks away.
- **#3** Josh goes in front of or butts Steve in line. Steve gives Josh the stop signal and says, I FEEL frustrated when you cut it line, please stop. Josh stops and apologizes, takes a deep breath, and goes to the back of the line.

**Note: All staff are trained to recognize and acknowledge bullying behavior in a systematic and effective manner.**

When a student comes to an adult and reports negative behavior or bullying, staff will respond in the following manner:

- Thank the student for coming to them.
- Ask the student what the problem is.
- Ask the student if they said “stop”
- Ask the student if they tried “walking away”
- If so, adults will address the bully, re-teach the appropriate STOP response with the bully, assign consequences and/or refer to principal/counselor for assistance.

## Discussion Scenario

- **#4** Kiko keeps tapping Carmelita on the back and making strange noises. Carmelita gives Kiko the stop signal and says “I FEEL annoyed when you tap me, please stop.” Kiko does not stop. Carmelita walks away calmly. Kiko keeps following, tapping and making weird noises.
  - **Carmelita goes to a trusted adult...the adult**
    - 1) Thanks her for coming to them
    - 2) asks what is the problem?
    - 3) asks if she said STOP
    - 4) asks if she walked away
    - 5) reviews the stop/walk/talk method with Kiko and how he should respond by stopping, taking a deep breath and counting to 3 and go on with the day. If Kiko does not do that, he will change his color.

**Conclusion:** All of the staff at Quinney care about our kids and want our school to be a great place to learn, grow and play. It is our hope that by giving all students and staff the information and strategies to counteract bullying, we will develop a safe, secure and positive environment for everyone to enjoy!