



Teens Against Bullying Others (TABO)

Grade 8 – Skills to Stop Bullying

BACKGROUND

Teasing is rarely intended to be mean or to cause pain, but how do we know when it becomes painful or when it crosses the line from teasing to bullying? Whether it is physical or emotional bullying happening in the classroom, in the hallway, during lunch or recess, on the internet, or other places outside of school, teasing or bullying can be hurtful and can be stopped. How will you go from being a bystander to being an ally to yourself or others?

WHAT TO DO

Activity: Teen Team Introductions

Time: 3 minutes

Tell the students your name, what grade you're in, and one reason why you are a TABO member.

Activity: Apple Game

Time: 15 minutes

Tell the students that there are 4 different kinds of bullying that typically happen:

- **Verbal** – name calling, teasing, etc.
- **Social** – spreading rumors, leaving people out on purpose, breaking up friendships
- **Physical** – hitting, punching, shoving, etc.
- **Cyberbullying** – using the internet, mobile phones, or other digital technologies to harm others

Have youth sit in a circle. If there is a large number of youth break up the group into two or more smaller circles but make sure to have 1-2 teen leaders for each group. Ask the students, "Can you always tell when one of these kinds of bullying hurts someone?" Go on to explain how we may be able to tell how a person is feeling by their facial features and body language. Other times, we may not be able to tell how negative words hurt someone. The person may hold their feelings and emotions on the inside.

Explain the activity's ground rules to the students:

1. This is a safe space – we don't laugh at or make fun of other students' experiences.
2. This is a place where people can share some tough stories – we keep these stories private in the circle

Ask the youth to share a time that someone did or said something mean to them OR when they saw someone else being bullied. Remind students they should not use names or share details that might let others figure out who was involved in the bullying situation.

Intended Audience:

High School-age teens teach to 8th grade youth

Learning Objectives:

Youth will be able to:

- Recognize the 4 different types of bullying
- Understand how bullying and negative statements hurt people.
- Use the "Name it, Claim it, Stop it" strategy to stop bullying.

Target Essential Elements:

Youth learn skills that contribute to *belonging*, *independence* and *generosity*.

Time: 45 minutes

Supplies Needed:

- 2 apples, a knife and a cutting board for every small group
- Name It, Claim It, Stop It , Walk Away Cards signs
- Name It, Claim It, Stop It , Walk Away handout
- Name It, Claim It, Stop It, Walk Away situations (3 sets)
- Evaluation postcard

Do Ahead:

Before the session starts:

- Pre-bruise one of each pair of apples for the Apple Game
- Have signs, handouts, and

evaluation postcards copied.

- Prepare 3 sets of “Name It, Claim It, Stop It, Walk Away” situation cards

Sources:

- Developed by Monica Lobenstein, Jackson County 4-H Youth Development Agent, Brody Bayus, AmeriCorps VISTA Member, and Jennifer Anderson, AmeriCorps VISTA Member, UW-Extension, 2012. Updated in partnership with Alex Galston, AmeriCorps VISTA Member, 2013.
- Berrill, K. & Cummings-Wilson, D. “Name It, Claim It, Stop It.” http://englishmakesmesmarter.weebly.com/uploads/5/2/0/0/5200949/name_it.pdf
- Kameron Institute. “K through 5th Grade Classroom Guidance Apple Activity Includes extensions for home, middle school, high school” <http://Kameron.org>
- Stephens, K. & Nair, V. *Cyberslammed: Understand, Prevent, Combat and Transform the Most Common Cyberbullying Tactics* (2012). sMashup Press. Rockland, ME.

After each student has shared a story, they can drop the apple (remind them not to smash or throw it) directly in front of them, then pick up the apple and pass it to their right. Continue this until all the youth have had a chance to share. Set this apple aside.

Pick up another apple. This apple will be used for positive statements. Ask the youth, “How do you feel when people say positive or nice things to you?” Ask the youth to say something positive that someone did for them or said to them. Since we are choosing to say positive things, we will carefully pass the apple to the person to our right. This is continued until everyone has had a chance to share.

When the apple gets back to you, place both apples on a cutting board. One apple we said unkind things to and one apple we said positive things to. Cut both apples in half so students can see the underlying effect of negative and positive words through the bruised and non-bruised apples. Ask the students the following questions:

Reflection Questions

Question:	Key Words/Phrases to Look For:
• What did you notice about the stories people told?	•
• How did it make you feel to share stories about bad things that happened Why do you think it felt that way?	<ul style="list-style-type: none"> • It was embarrassing to talk about it. • It felt good that people didn’t like what happened to me. • It helped to talk about it.
• How did it feel to share good stories?	<ul style="list-style-type: none"> • It was hard to think of something. • I liked thinking about nice things people said/did. • It felt weird to say it out loud, like bragging.
• What do you think happens to someone if they keep something hurtful inside?	<ul style="list-style-type: none"> • They get even more sad. • They get numb to it.

Ask the students to think about people they know who might be like the bruised apple – seeming fine on the outside, but bruised and hurt on the inside. Remind them not to use names as they talk about the people. Give them at least 30 seconds to a minute to think about it. Then ask them:

- How do you recognize when someone might be like the bruised apple?
- What are some things you could do to help these people feel more like the un-bruised apple?

End the discussion by saying: “Mean words/actions can hurt people on the inside without anyone knowing.”

Activity: Name It, Claim It, Stop It, Walk Away (NCSW)

Time: 25 minutes

Tell the participants that in any bullying situation, there may be four different kinds of people:

- **Bully** – a blustering browbeating person; especially one habitually cruel to others who are weaker

Note: If the group is struggling with this activity, you may allow them to go around the circle with each student doing a part (for example, the first student might Name It, the second will Claim It, the third Stop It and all Walk Away) until they feel more comfortable with the strategy and can try it on their own.

- **Bystander** – one present but not taking part in a situation or event
- **Ally** – one that is associated with another as a helper or defender
- **Target** – one that is subjected to oppression, hardship, or mistreatment

Introduce the concept of NCSW using the handout and activity cards. Distribute the handouts so the students can see the strategy for themselves and can take it with them. Then, explain the strategy while holding up the corresponding card for each step, and let them know they will learn how to go from being a *target* or *bystander* to being an *ALLY*. Make sure to tell them that they should not step in if there's a threat to their personal safety. In those cases they should always keep themselves safe first and let an adult know if there's a dangerous situation happening.

Post the cards where all the students can see them. Act out the following scenes for the students so they can see NCSW in action. Point to each sign as you complete that step.

Role Play #1:

Trina (*to another friend*): Hey, did you hear about what Abby did at the party last night?

Abby (*who overhears the conversation*):

Name It: I know you're spreading rumors about me.

Claim It: It's not cool and I don't like it.

Stop It: Don't say that stuff about me anymore.

Walk Away

Role Play #2:

Bobby is poking Chris on the shoulder with his finger. Chris tries to ignore it, but is uncomfortable and gets sick of it.

Chris:

Name It: Hey, you're touching me.

Claim It: I want you to stop, so...

Stop It: Back off, and keep your hands to yourself.

Walk Away

Role Play #3:

Mark: I liked that movie.

Phil: No way! That movie was so gay.

Mark: I just meant that...

Phil (*cuts Mark off*): Mark, you're such a fag!

John:

Name It: I heard you call him a fag.

Claim It: That is so rude. I have an uncle who's gay so it's not funny to me.

Stop It: Just stop it and leave him alone.

Walk Away (take Mark with you)

Divide the class into groups of 5-10 students each. Teen leaders should work in pairs with small groups – one will read the situation and act as NCSW coach while the other acts as the bully in every situation. There should be at least one situation card per student so everyone gets to practice NCSW at least once. Remind the students not to step in if the situation is a threat to their personal safety.

The “coach” teen leader reads the situation card, and the “bully” teen leader begins to act the situation out with participants. Ask one participant per situation to use NCSW; other group members may help them if they get stuck. When everyone has had a chance to practice NCSW, bring the class back together.

Reflection Questions:

Question:	Key Words/Phrases to Look For:
<ul style="list-style-type: none"> • What happens to the bully when you use Name it, Claim it, Stop it, & Walk Away? 	<ul style="list-style-type: none"> • They might be embarrassed. • They might get angry. • They look stupid.
<ul style="list-style-type: none"> • What happens to the target in the bullying situation when you use Name it, Claim it, Stop it, & Walk Away? 	<ul style="list-style-type: none"> • They feel like they have a friend. • They feel safer/protected. • They feel stronger.
<ul style="list-style-type: none"> • How does it feel to know how to be an ally? 	<ul style="list-style-type: none"> • It feels powerful. • It feels better. • I feel stronger.
<ul style="list-style-type: none"> • Think of a bullying situation you have been in or seen. How could you use Name it, Claim it, Stop it, & Walk Away? Will you use it in the future? 	<ul style="list-style-type: none"> • Yes or no. Why or why not?

CLOSING: One Thing You Will Do

Time: 5 minutes (Do evaluation no matter what. Sharing if time.)

Ask the students to choose at least one thing they will do differently as a result of this class. Invite volunteers to share what they will do.

Hand out postcard evaluation. They do not need to write their names on the postcards. Ask the students to complete the postcard and turn it in.

Name it, Claim it, Stop it, and Walk Away Situation Cards

<p>Bully calls Target a wuss and a wimp because he/she couldn't do push-ups right during gym class. You are the Target.</p>	<p>Bully pushes Target really hard in the hallway then pushes him/her up against the lockers. You think Bully might have a knife. You are the Bystander watching it happen.</p>	<p>Bully sits behind Target in class and is pulling hairs out of his/her head one at a time. You the Bystander, sitting in the next row over.</p>	<p>Bully takes a picture of Target in the locker room and posts it on Facebook. As a Bystander, you are a Facebook "friend" of both Bully and Target and see the picture and lots of fellow classmates' mean comments on it.</p>
<p>When Target tries to sit down at a table in the library, Bully tells him/her that every seat is taken, even though they're not, because he/she doesn't want Target to have a place to sit. You are a Bystander, sitting at a neighboring table.</p>	<p>Bully tells everyone he/she can not to be friends with Target. Bully tells people that Target smells all the time and dresses funny and isn't cool. You are a Bystander who has just heard this from Bully.</p>	<p>Bully has a locker next to Target. Whenever Target tries to open his/her locker, Bully slams it shut, sometimes hitting Target in the process. You are the Bystander with a locker on the other side of the hall.</p>	<p>Bully has used photo editing software to make it look like two Targets are boyfriend and girlfriend. Bully sending the photo to a lot of people's phones. You are a Bystander who has just received the picture. You don't know either Target very well.</p>
<p>Bully calls Target ugly and gay whenever he/she sees Target in the hallway. You are a Bystander who frequently sees them passing in the hallway and hears what Bully says.</p>	<p>Bully shoves Target into the opposite gender's bathroom whenever he/she gets the chance. This time, Bully says loudly that Target is stupid for going in and doesn't he/she know which bathroom to go into? You are the Target.</p>	<p>Bully and his/her friends have started sending mean text messages to Target's cell phone. They send at least one or more every hour of the day. You are a Bystander, Target's friend, and have seen some of the messages and how Target feels about them.</p>	<p>At a party, every time Target tries to talk to someone, Bully butts in, starts talking to that person, and turns his/her back to Target. You are a Bystander and have seen it happen several times. You go out of your way to talk to Target, and Bully tries to do the steer you away from Target too.</p>

NAME IT

Phase 1:

Name the behavior that has just occurred. This behavior can be words used, a gesture, or a form of shunning.

Sounds like:

- “I just heard you say _____.”
- “That’s harassment when you say _____.”
- “It’s a put down when you refuse to sit at the same table with _____.”

CLAIM IT

Phase 2:

Claim how that action makes you feel. You could also express how that action might make others feel.

Sounds like:

- “I don’t like that.”
- “That offends me because my friend (or family member) is _____.”
- “That hurts us all because it makes the school feel unsafe.”

STOP IT

Phase 3

Stop the behavior from being repeated. Let the offender know what you want to happen.

Sounds like:

- “Don’t do that.”
- “It’s not funny so just stop it.”
- “I don’t want to hear you say that again.”

WALK



AWAY



Phase 4

Walk Away. The person may want to argue with you about whether or not the behavior was offensive or not. Rather than debate it with them, walk away. It leaves them with the message that their behavior had an impact on you, and that's all that matters.

Name It, Claim It, Stop It

Here's a Way to Act as an Ally to Yourself and Others

Here's a tool to respond to harassing comments and other kinds of bullying. It takes a little practice to Name it, Claim it, Stop it, but the results are definitely worth the work. Use this strategy whether you are the target or someone else is. Even if the bullying doesn't stop immediately, you know you've been heard: you don't like what's happening and want it to stop. Better yet, the person being bullied will know you were willing to stand up for him or her, and you'll feel better knowing that you made the leap from being a bystander to an ally. You moved from b2a!

One thing you should remember: don't step in if there's a threat to your personal safety. In those cases you should always keep yourself safe first. Sometimes the best way to be an ally is to notify an adult of the situation.

Name it, Claim it, Stop it **

Phase	Explanation	Sounds Like
1	Name the behavior that just occurred. This behavior can be words used, a gesture or a form of shunning.	"I just heard you say ____." "That's harassment when you say ____." It's a put down when you refuse to sit at the same table with ____."
2	Claim how that action makes you feel. You could also express how that action might make others feel.	"I don't like that." "That offends me because my friend (or family member) is ____." "That hurts us all because it makes school feel unsafe."
3	Stop the behavior from being repeated. Let the offender know what you want to happen.	"Don't do that." "It's not funny so just stop it." "I don't want to hear you say that again."
4	Walk Away (if possible). You don't have to debate with the person about whether or not they intended to be offensive. It offended you and you've made your point by Naming It, Claiming It, and Stopping It.	

**Developed by Kevin Berrill, former director of the Anti-Violence Project of the National Gay and Lesbian Task Force, and Daryl Cummings-Wilson.

<div>I know more about how stereotypes affect students than I did before this class. (circle one)</div> <div>Agree Mostly Agree Neither Agree Nor Disagree Mostly Disagree Disagree</div>	<div><div>TEENS AGAINST BULLYING OTHERS</div><div>Quick Questions8th Grade</div><div>Please complete the questions on this card about this session of Teens Against Bullying Others.</div><div>I can help stop bullying in my school.<div><input type="checkbox"/> No<input type="checkbox"/> Yes<input type="checkbox"/> Not Sure</div></div><div>I want to be an ally to bullied students and not just a bystander in the future.<div><input type="checkbox"/> No<input type="checkbox"/> Yes<input type="checkbox"/> Not Sure</div></div><div>I will use "Name it, Claim it, Stop it" in the future.<div><input type="checkbox"/> No<input type="checkbox"/> Yes<input type="checkbox"/> Not Sure</div></div><div>Please use the back of this card to answer the following question. What kind of place do you want your school to be? You may use words and/or pictures in your response.</div></div> <div>I understand that as a bystander, I have a role in what happens in a bullying situation. (circle one)</div> <div>Agree Mostly Agree Neither Agree Nor Disagree Mostly Disagree Disagree</div>	<div><div>TEENS AGAINST BULLYING OTHERS</div><div>Quick Questions8th Grade</div><div>Please complete the questions on this card about this session of Teens Against Bullying Others.</div><div>I can help stop bullying in my school.<div><input type="checkbox"/> No<input type="checkbox"/> Yes<input type="checkbox"/> Not Sure</div></div><div>I want to be an ally to bullied students and not just a bystander in the future.<div><input type="checkbox"/> No<input type="checkbox"/> Yes<input type="checkbox"/> Not Sure</div></div><div>I will use "Name it, Claim it, Stop it" in the future.<div><input type="checkbox"/> No<input type="checkbox"/> Yes<input type="checkbox"/> Not Sure</div></div><div>Please use the back of this card to answer the following question. What kind of place do you want your school to be? You may use words and/or pictures in your response.</div></div> <div>I understand that as a bystander, I have a role in what happens in a bullying situation. (circle one)</div> <div>Agree Mostly Agree Neither Agree Nor Disagree Mostly Disagree Disagree</div>
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