

# Anti-Bullying Toolkit Workbook

5 Tools to Help Children and Parents  
End the Pain of Bullying





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## 5 Tools to Help Children and Parents End the Pain of Bullying

### About This Program

This toolkit was developed from the Verbal Defense & Influence program by the Vistelar Group. The Vistelar Group is a global conflict training organization that teaches how to address the full spectrum of human conflict. For more information on the Vistelar Group, visit our website at [www.vistelar.com](http://www.vistelar.com) or call us at (877) 690-8230.

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### Program Structure

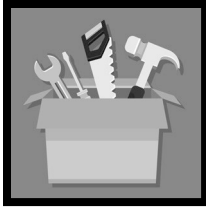
This program is designed as a quick introduction to tactics for children to prevent and respond to bullying. The children will be taught that these tactics are “tools” in their tool belt. The purpose of this program is to help the children learn what tools they have available so they can respond appropriately in the situation.

For each tool, the facilitator will go over:

- Direct instruction (3-5 minutes)
- Independent thinking time (3-5 minutes)
- Partner/small group practice (3-5 minutes)
- Whole group discussion (3-5 minutes)

At the end of each tool, the facilitator will also show that there are follow-up exercises for children to do with their parents at home.

This basic framework can be modified as time permits to expand some of the tools or to spend more time on specific tools.



## **Anti-Bullying Toolkit Workbook**

### **5 Tools to Help Children and Parents**

### **End the Pain of Bullying**

#### **What Is Bullying, And Why Does It Matter?**

Every person deserves to be treated with dignity and shown respect. No matter who you are, you should be treated fairly. But sometimes you aren't treated respectfully. When you aren't treated with respect regularly, that's bullying.

Bullying can occur in a lot of different ways. It can occur when you are pushed in the hallways at school or when you are insulted online. Bullying can include verbal comments, threats, or even from just being ignored.

No matter what form bullying takes, it is wrong. You should never be made to feel like others don't respect you. That's where this program comes in.

If you have ever been bullied, you need to know how to respond in those situations. If you haven't been bullied yet, you still need to make sure that you are not vulnerable to bullying. And if you see bullying occurring, you need to know how to respond, or mobilize, as a bystander.

#### **A Note to Parents**

Your child needs your help to really use these tools. When your child is bullied, it is a stressful experience. In order to respond appropriately, he or she needs to feel comfortable performing these skills under pressure.

That's where you come in. You can practice with your child by role-playing different scenarios so he or she can try out these tools. Give your child constructive feedback and try again. You can practice in the car, while waiting in line at the grocery store, or during a commercial break on TV.

If you don't know where to start with your child, ask him or her to explain to you Tool #1: Assertiveness. Then, as you practice the other tools together, you can tell your child how assertive their response was and why. You can say things like:

- You LOOKED like a 2. You looked scared because you had your head down.  
Can you try again with your head up?
- You SOUNDED like a 5 because you spoke really loudly.  
Can you do it again with a less aggressive voice?
- You RESPONDED like a 3. I saw confidence in your Word Block!

Remember that responding appropriately is a skill and it will take time for your child to become comfortable. Always be encouraging and supportive!

# 1



## Tool #1: Assertiveness

### I. Assertiveness is...

When you interact with others, they can perceive you as less than, equal to or greater than. If you are perceived as equal to or greater than, others are less likely to bully you.

The good news is that you can influence how others view you by showing Assertiveness. Use the following scale and draw an arrow by where you think you are now. Then, draw a circle around where you want to be.

1. Passive
2. Meek
3. Confident
4. Pushy
5. Aggressive

### II. Think It Over!

There are three ways that you can demonstrate you assertiveness:

1. You are what you...  
(look like)

2. You are what you...  
(sound like)

3. You are how you...  
(respond)

What does “just right” assertiveness look like?

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What does “just right” assertiveness sound like?

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How does a person respond “just right”?

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### III. Practice with a Partner!

With a partner, practice a Universal Greeting. You can use this Greeting to start any conversation. It's a great way to introduce yourself with confidence when you meet a new classmate. Just fill in the blanks below!

Greeting (Hello) \_\_\_\_\_

Identify Yourself (My name is...) \_\_\_\_\_

Give a Reason for the Conversation (I'm here today to talk about...) \_\_\_\_\_  
\_\_\_\_\_

Ask a Relevant Question (May I ask you...?) \_\_\_\_\_  
\_\_\_\_\_

### IV. Group Discussion

- What is another situation where you can be confident?  
What would that look like? Sound like? How would you respond?
- What are other situations in which you can use a Universal Greeting?

### V. With Your Parents...

- Explain the levels of assertiveness
- Demonstrate a Universal Greeting
- Ask for feedback on how assertive you were

# 2



## Tool #2: Emotion Guards

### I. Emotion Guards Are...

You want to have a “confident” level of assertiveness. One way to be more confident is to feel like you have control in a situation.

When any of us feel strong emotions, like fear or anger, we can lose control. But, you can regain control by developing an Emotion Guard.

An Emotion Guard is like a shield that protects your emotions from flying out of control. When you hear words that trigger your emotions, you can use your guard to “cap” your response and maintain your self-control. That way, you can respond confidently—remember, you are how you respond!—even when others do things that really bother you.

### II. Think It Over!

What is a trigger that makes you lose control?

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Give that trigger a name. Remember, when you can name something, you can control it.

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**Tip: Make your name funny! You are less likely to be angry or upset if you can think of your funny name for the trigger.**

Now, imagine that you’ve put on your Emotion Guard. You are confident and your Emotion Guard is helping you stay in control. Now, how would a confident you respond to that trigger? What would you say? What would you do? How would you act?

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### III. Practice with a Partner!

With your partner, take turns telling your partner what you’ve named your trigger and then performing your Emotion Guard.

When your partner performs, give him or her an Assertiveness rating. How did it sound? How did it look? Did he or she respond with confidence?

#### IV. Group Discussion

- Who has the most interesting name for a trigger?
- Who has an Emotion Guard that you can use?

#### V. With Your Parents...

- Tell your parents what your triggers are
- Practice your Emotion Guard
- Develop an Emotion Guard for another trigger

**Parents:** Below, we've listed a couple of examples of Emotion Guards so you can help your child develop additional Guards. The idea is to give your child a way to name the trigger and then a technique (whether a physical act or an inner monologue) that stops the trigger from sending his or her emotions out of control.

Possible Trigger	Possible Emotion Guard
Someone calls me "ugly"	In my head, I'm going to name this person "Mr./Ms. Skin Deep." When Skin Deep says that, I'm going to remind myself that Skin Deep can't see what's inside a person.
Someone cuts in front of me in line	In my head, I'm going to name this person "Mr./Ms. Cuts-a-lot." I'm going to smile to myself because Cuts-a-lot isn't smart enough to find the back of the line.
Someone knocks my stuff to the ground	In my head, I'm going to name this person "Mr./Ms. Gravity." Whenever Gravity knocks things over, I'm going to take a deep breath because Gravity expects people to panic when things fall, and I'm not going to give Gravity that satisfaction.

# 3



## Tool #3: Word Blocks

### I. Word Blocks Are...

Even when you have the right amount of assertiveness, you can still be bullied. That's why it is important to be prepared. You want to have a pre-planned, practiced response so you don't get caught off guard.

The Emotion Guard that you developed in Tool #2 is the first step to being prepared. With the Emotion Guard, you can stay in control of your feelings when someone bullies you.

Since you are in control, you need to plan what you will do in the situation. That's where Word Blocks come in. With a Word Block, you can block an incoming verbal "punch." A good Word Block, just like a good physical block, will also give you an opportunity to get out of further danger.

### II. Think It Over!

In this program, we focused on three Word Blocks. Each Word Block is described below. Underneath each example, write an example of your own for that Word Block.

Word Block	Example	Your Example
Apology	"I'm sorry. Is there something I did to make you mad? Please stop calling me names."	_____ _____ _____ _____
Polite Threat	"I don't want to get us into trouble, and the principal is standing right there. Can we knock it off so we don't get detention?"	_____ _____ _____ _____ _____
Funny	"You think I'm stupid? Are you offering to tutor me?"	_____ _____ _____



**Tip:** Funny Word Blocks work best with young children.



### III. Practice with a Partner!

With your partner, take turns performing your Word Block. Remember that you are what you LOOK like, what you SOUND like, and how you RESPOND. Imagine that you are feeling confident when you use your Word Block.

When your partner is performing his or her Word Block, is he or she being assertive? Give your partner feedback and try it again!

### IV. Group Discussion

- What other Word Blocks did your classmates come up with?
- What can you do after you deliver a Word Block?

### V. With Your Parents...

Parents, help your child practice his or her Word Block. Remember to give your child an Assertiveness rating: how confident did he or she look? Sound? Respond?



**Tip:** Parents: if your child uses a funny Word Block, help him or her to deliver it without sounding sarcastic.

Word Blocks are great for practicing as you stand in line at the grocery store, in the car, or while waiting for the bus.

# 4



## Tool #4: Helpful Bystanders

### I. Helpful Bystanders Are...

We all live in communities. Our school is a community, our after-school activities form communities, and our families and friends make up another community. When one member of a community is bullied, it harms other members of the community as well as the intended target. For instance, when one student is bullied, other students will worry if they are vulnerable too. Bullying makes targets and potential targets feel isolated from the community.

Because you are part of your community, you can help respond to bullying even when you aren't the intended target. By taking action, you show that the target is not isolated. You also make it easier for others to show that they care. If you and others take action when you see bullying, you send a message that bullying is not acceptable in your community.

### II. Think It Over!

Imagine that one of your classmates is being bullied in the hallways. What can you do to offer help to your classmate?

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Who can you tell in order to get help? Write down what you would say to that person.

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What can you say to your friends to encourage them to help your classmate?

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When you observe someone being bullied, you need to decide what you can safely do to help in that situation. Remember that whenever you see bullying occur, you can always ask someone for help.



**Tip:** If you're not sure what to do, pretend that you were the person being bullied. What would you like others to do for you?

### **III. Practice with a Partner!**

With your partner, take turns practicing what you would say to get your friends to help.

When it is your partner's turn, give him or her an Assertiveness rating.

### **IV. Group Discussion**

- What can you say when you see someone being bullied?
- What can you do if someone else is being bullied?

### **V. With Your Parents...**

Practice how you would respond when you see someone else being bullied. Then, work together to come up with two or three more good responses, and practice those!

# 5



## Tool #5: Reporting

### I. Reporting Is...

Whether you are bullied or you see someone else being bullied, one of the most important things you can do is report what happened to an adult. If adults don't know that bullying is happening, they can't do much to help.

Sometimes, adults don't want to interfere because they aren't sure how serious the problem is. By reporting the bullying, you show the adult that it is a problem worth taking seriously.

You can report bullying to:

- A teacher (especially during the school day)
- A program leader (especially after school)
- Your school's School Resource Officer
- Your parent

### II. Think It Over!

Imagine you were bullied in the lunch room at school. Who could you report the bullying to?

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What could you do to feel more comfortable when you report it?

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**Tip:** If you are nervous about reporting bullying, write down what you are going to say and bring it with you. You can also bring a friend for support!



### **But isn't this tattling?**

Unfortunately, some adults will try to dismiss bullying as simply normal behavior. They may tell you not to “tattle” on others.

You should know the difference between reporting and tattling. When you tattle, your goal is to get someone else in trouble. When you report, you want to make sure that everyone is being treated with dignity and shown respect.

If someone is treating you, or anyone else, disrespectfully, telling an adult is not tattling. Telling an adult that someone is treating you (or another) disrespectfully is reporting, and it is one of the ways that you can support your community. If an adult dismisses bullying as normal behavior, you should find another adult to tell. Someone will listen and help!

### **III. Practice with a Partner!**

When you report bullying, you can start the conversation by saying:

“I am being bullied (or I saw someone being bullied).  
Can you help me to make our community safe from bullying?”

Take turns saying this phrase with your partner. Remember that you are what you LOOK like, what you SOUND like, and how you RESPOND. Practice showing your confidence!

### **IV. Group Discussion**

- What is the difference between reporting and tattling?
- What can you do to be more confident when you report bullying?

### **V. With Your Parents...**

Work together to make a list of people your child can tell when he or she sees bullying happen. Practice starting that conversation with confidence.







*In Partnership with:*

