

Lesson Concepts

- You can refuse to let bullying happen to you or to others.
- Being assertive is one way to refuse bullying.

Key Words

Assertive, refuse

Why This Lesson Matters

This lesson reinforces the importance of reporting and adds a focus on helping students learn to use their assertiveness skills to refuse bullying. Students learn that reporting bullying is important because adults should both intervene directly and help them figure out and practice how to respond effectively. Research shows that students can reduce their chances of being bullied in the future by responding assertively. This helps students see that they can get help and help themselves, and that doing both is often the best way to handle bullying.



Home Link Reminder

Email or send home copies of the Lesson 3 Home Link.

Using Skills Every Day

Have students ANTICIPATE what they can say or do to refuse someone else's unwanted behavior.

NOTICE when students use assertive language and posture to refuse unwanted behavior, and REINFORCE it privately with specific feedback:

Ian, I noticed that Mieka stopped what she was doing after you stood up straight and used your stop signal with her. That really worked!

- Model using assertive language and posture and a stop signal to stop someone's unwanted behavior.
- Remind students to use assertive language and posture and a stop signal when they want to stop someone's unwanted behavior.

Have students REFLECT on when they used assertive language and posture with a stop signal to refuse someone else's unwanted behavior.

Lesson Connections

Reflection: Have students write words they can say when they refuse bullying. (Stop it. That's bullying.) Then have students describe how they should say the words. (Assertively: Stand up straight. Face the person. Use a strong, respectful voice.)

Skill Practice: Create your own scenarios for students to practice using assertive language and posture to refuse bullying. Use the skill-practice scenarios in the lesson as models. Include in your scenarios someone who keeps being mean on purpose. For more scenario-writing guidelines, go online to www.secondstep.org.

Building a Positive Classroom Climate Activities

Positive Behavior Reinforcement: Use the Rocket to the Top handout, a 1–5 behavior-rating chart, regularly. The handout is at the end of the Introductory Lesson.

Relationship-Building Project: Do the Our Class Book project. See the directions on the other side of this card.

Class Meeting: Have a class meeting about gender stereotypes. For this class meeting template, go online to www.secondstep.org.

Our Class Book

Materials

- Paper, writing utensils, and crayons or markers for each student
- Three-ring binder

Preparation

Introduce and explain the word *unique*: **Each one of you is *unique*. That means no one in the world is just like you. Think about all the different things about you—the color of your hair, eyes, and skin; who your relatives are; what you like and don't like; the things you do well; and where you live. These are the things that make you unique.**

Introduce the activity: **Today each of you will do a drawing of one of your favorite things. Favorite things can be foods, books, toys, or even people. Under your drawing, write a short description of what you like about the thing you drew. Even though some of you may draw and write about some of the same things, each one of your drawings and descriptions will be a little different, because each one of you is unique! We will put the drawings together in a Class Book.**

Steps

1. Have students think of some examples they could draw.
2. Hand out materials.
3. Tell students to write their names in big letters on their paper.
4. Have students make their drawings.
5. Gather the drawings in the binder to create the Class Book.

Tips

- Have students add drawings and descriptions to the Class Book throughout the year.
- Each week or month, have students choose a different drawing and writing theme that reflects themselves or their personal preferences.