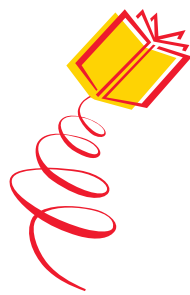


A Leader's Guide to



free spirit
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Introduction

Good-Bye Bully Machine helps kids understand the definition and impact of bullying by comparing it to a mean machine—the Bully Machine. This metaphor helps kids gain awareness of their role in bullying, whether they are typically targets, bullies, bystanders—or all three. The role of the bystander is especially important. *Good-Bye Bully Machine* is meant to help kids see the power of the bystander to become an ally and recognize that they can learn greater empathy, engage in more kind acts, and take a stand against bullying.

As an adult sharing this book with kids, you can help them make these strides by discussing the book with them. Encourage them to look carefully at the art. Ask them about their experiences with bullying, and listen to their answers. You can help them with the activities in the back of the book, and you can use this document to guide your discussion and provide more activities.

This Leader's Guide has two parts. Part 1 examines *Good-Bye Bully Machine* page by page, summarizing themes and suggesting discussion questions. Part 2 provides activities, including reproducible handouts. Since *Good-Bye Bully Machine* is intended for a wide range of readers ages 8 and up, you may need to adjust the questions and activities to fit the abilities and ages of the kids you're working with. You know your kids best, so change activities or make up new ones as may be appropriate.



Part 1:

Themes and Discussion Questions

Pages 4–5: Imagine a scary machine

Readers are asked to imagine a cold, mean machine. This machine symbolizes what it feels like to live in an environment where there is bullying: it is scary and dangerous. Readers also learn the definition of bullying.

Discussion

Talk with kids about machines. What are some machines kids have at home? At school? What other machines can they think of? Encourage them to look carefully at the art: what machine parts do they see?

Then reread the *bullying* definition. Ask:

- Have you ever been bullied? What happened?
- Have you bullied others? What did you do?
- Have you seen bullying, or heard about it? Talk about what happened.

Pages 6–7: Nasty things like mean words help the Bully Machine

This spread introduces verbal bullying—when kids hurt each other using words.

Discussion

Talk about mean words, which include name-calling, teasing, telling lies about someone, and using racist or other derogatory language. Ask kids if they can think of some examples of mean words.

Other questions to ask:

- Why do mean words hurt?
- Why is the Bully Machine made of junky parts?
- What do you think a Bully Machine would look like?
- Some powerful words that can be used to make someone feel good instead of bad are “Thanks!” “Good job!” “I like you!” and “Want to play?” Can you think of others?

Pages 8–9: Cruel actions help the Bully Machine

This spread talks about physical bullying.

Discussion

Cruel actions can include all the examples given in the book as well as many others, such as pinching, restraining, poking, knocking down, and throwing things at someone. They also include threatening or scaring someone. Ask kids to name some examples of physical bullying.

Other questions to ask:

- Look at the picture of the Bully Machine on this page. How would you describe it?
- Some actions that make people feel good instead of bad include giving them a hug, sharing a snack or toy, and sitting next to someone who is alone in the lunchroom. Can you think of others?
- The book says that mean words and mean acts are remembered. Why do you think this point is important?

Pages 10–11: Quiet or sneaky bullying help the Bully Machine

This spread introduces social and relational bullying—when kids try to hurt each other by excluding them, damaging their relationships, or damaging their reputation. This kind of bullying is usually subtle (“quiet or sneaky”).

Discussion

Talk about the idea that kids can bully each other without saying anything to them or without touching them physically in a hurtful way, but by trying to hurt their reputation or their relationships. Stress that this **is** bullying and it **is** cruel. Many kids are familiar with the symptoms of social and relational bullying, but they do not identify it as bullying.

Ask kids:

- What are some examples of quiet or sneaky bullying?
- Sometimes sneaky bullying is easier to do than other kinds of bullying. Why do you think that is?
- What does **cyberbullying** mean?
- What do you think happens to the Bully Machine when someone’s feelings are hurt or relationships are damaged?

Pages 12–13: So who gets bullied, anyway?

Targets of bullying are often shy or appear scared or weak. They may stick out for being unusual in some way. But anyone can be bullied.

Discussion

Ask why kids who appear to be shy, weak, or scared often get bullied. Bullies usually look for someone they can easily intimidate. Kids who look confident are less likely to be picked on, but it’s important to stress that anyone can be targeted for bullying, and kids who are targeted do not have something wrong with them. It is not their fault.

Ask kids:

- Many kids who get bullied are unique in some way, but everyone is unique. Think of your friends. Can you think of something unique about each one?
- What can you do to look more confident? (*Make eye contact when talking, don’t look at the ground, speak clearly and directly when someone does something you don’t like.*)
- What does it feel like to be bullied?

Staying with groups of friends or teachers is another good way to avoid being bullied. Kids can also avoid the bully.

Pages 14–15: Kids who bully

This spread explores why kids bully.

Discussion

Kids who are targeted or who witness bullying often want to know why someone would bully. Invite the kids in your group to discuss the reasons named in the book and to come up with other possibilities. Kids bully for many reasons, and trying to understand those reasons helps build empathy. For kids who bully, it's important to help them understand their own actions.

Continue the discussion by asking:

- Do you think a bully can change and stop bullying? Why or why not?
- How do you think other kids can help a bully change?
- Do you think kids who bully are happy?
- What are the benefits of **not** bullying?

The term “bully” is meant to refer to kids when they exhibit bullying behavior. It is not meant as a label for “bad kids.” See page 3 of *Good-Bye Bully Machine* for a note to kids on this topic.

If in your group you discuss how to help or reach out to bullies, be sure to discuss safety. Kids can use their “gut feeling” to decide if a situation is safe or not. If a bully has been violent before, or if she or he seems really mad or threatening, kids should get away fast. If necessary, seek protection with an adult.

Pages 16–17: Kids who bully might not realize it is wrong

This spread addresses some misperceptions about bullying—mainly that it is no big deal.

Discussion

Talk with kids about the idea that many bullies don't realize they are doing anything wrong. Some may have no idea that the things they do are hurtful to the target. Many adults, too, believe that bullying is a normal part of growing up and no big deal. This can make kids wary of reporting bullying.

Ask kids:

- What does it feel like to be mistreated in the ways discussed in this book?
- Why do you think some people act like it's no big deal?
- What is the difference between bullying and teasing?
- How long do people remember being bullied?

You may want to refer back to earlier spreads, where the fact is mentioned that bullying behaviors are remembered by their targets. Tell kids that many adults still have vivid memories of bullying incidents from their childhoods. These are powerful memories.

Pages 18–19: Anyone can bully

Anyone can bully. It's not always obvious who bullies others, because bullies can keep the bullying secret.

Discussion

Often, when people think of bullying, they picture a tough boy doing the bullying. Review the different types of bullying covered in the book, then point out that anyone can behave in these ways. Some kids are good at hiding their bullying behaviors. Some may act sweet or nice to grown-ups, making it hard for grown-ups to believe these kids would bully others. Ask your group: What do you think happens to the Bully Machine when bullying is kept a secret?

Other questions to ask:

- Look at the picture. Why do you think there are flowers and pretty colors?
- Think about a time you did or said something to hurt another person. What did you do about it?

Pages 20–21: Many kids are afraid to do anything about bullying

Though most kids agree that bullying is hurtful and wrong, many are afraid to do anything about it because they're afraid of repercussions.

Discussion

Ask kids if they agree that it can be hard to speak up about bullying. Ask if they have ever had any of the fears or thoughts on this page.

Other questions to ask:

- When kids witness bullying and do nothing, what silent message are they sending to the bully?
- What message are they sending to the person being bullied?
- The last sentence on the page says, "Bullying doesn't happen without people who act like it is okay." Why do you think that is?
- Why is there a picture of a finger on lips?

Pages 22–23: What can you do about bullying?

On this spread, kids learn that they can use words to help end bullying.

Discussion

Earlier in the book, kids learned that words are powerful—they can cause real pain. Use this page as a springboard to talk with them about how that power can be used in a positive way, too. Complimenting someone and inviting someone to play are two ways words can be used to make someone feel good. Can the kids think of other ways? What are some specific compliments they can think of?

Other questions to ask:

- What does **courage** mean?
- Have you ever been afraid to say something because you worried what others would say? What did you do?

Pages 24–25: Standing up to bullies and reporting bullying

This spread explains the two main ways to fight against bullying: by telling a bully to stop and by reporting a bully to grown-ups. It also explains what an ally is.

Discussion

Introduce the words *bystander* and *ally*. A bystander is anyone who witnesses bullying or knows of bullying, but does nothing about it. An ally is someone who witnesses bullying or knows of bullying—and acts to stop it.

Ask kids:

- How can you tell when you should report a bully?
- What else can you and your friends do to help kids who are bullied?
- What can you do to be a better friend?
- What do you think happens to the Bully Machine when kids act as allies?

Pages 26–27: Standing up to bullies is easier when kids act together

Standing up to bullies or reporting bullies can be scary, but when many kids do it together, it's much easier. It's also more effective in convincing a bully to stop.

Discussion

The book has described bullying as a lonely experience. It can even be lonely for bystanders. Encourage kids to talk to each other about standing up to bullying together. If they have a plan beforehand, they're more likely to carry it through in the moment.

Questions to ask:

- Is your school a happy place? Does it feel safe? Does it feel happy and safe for **everyone**?
- If it is happy and safe for most, but not all, what's happening to make it that way?

Pages 28–29: The Golden Rule

The Golden Rule says to treat others the way you want to be treated.

Discussion

Ask for volunteers to name specific ways they like to be treated. Do they like to be trusted? Smiled at? Hugged? Complimented? Do they like help when they are having trouble? After you have several ideas, point out that they can make their school, family, or community a more positive place if they treat others these ways more often.

Other questions to ask:

- If you were being bullied and somebody else saw it happen, what would you want that person to do? If you'd want him or her to help you, then what do you think you should do when you see someone else bullied?
- Why do you think it is called the *Golden Rule*?

Pages 30–31: The Bully Machine begins to fall apart

If people treat each other well, the Bully Machine slows down and falls apart.

Discussion

Review with the kids the things they can do to break down the Bully Machine. They can treat each other with kindness and respect; they can refuse to bully others; they can stand up together against bullying; and most important, they can obey the Golden Rule.

Other questions:

- When the Bully Machine breaks down and falls apart, what do you think it looks like? What do you think it sounds like?
- Make a list of things you can do *today* to help break the Bully Machine.

Pages 32–33: Accept the challenge!

Readers are encouraged to take a stand against bullying.

Discussion

Explain the word **respect**. To respect people means to admire them, to take them seriously, and to think of them as important, worthwhile people. Everyone deserves respect. If we all respect each other, how much bullying will there be?

Other questions to ask:

- How can you tell if someone might need a friend?
- How can you tell if you need to get an adult's help?

Pages 34–35: Good-bye, Bully Machine

When people choose to be Bully Free, they remember that choice every day.

Discussion

Talk to kids about following the Golden Rule **every day**. Ending bullying is not an assignment or project that they can start and finish and be done with. To be really effective in ending bullying, kids have to treat each other with kindness and respect every day.

Ask kids:

- What kind of school do you want to be a part of?

Part 2:

Activities

Find Examples of Bullying on TV

We see lots of bullying behaviors in media such as newspapers, television, the Internet, and video games. By looking for examples, kids can be more aware of how bullying affects others. Have them keep a notepad handy the next time they watch TV and write down any examples of bullying they see or hear. This can work with the news, sitcoms, reality TV, and most other kinds of shows. Also have them note how the bullying affected the person or people being bullied. Before you introduce this activity, make sure you've discussed the definition of **bullying** with the group and gone over all the kinds of bullying covered on pages 6 through 10 in *Good-Bye Bully Machine*.

After they have taken notes on bullying on TV for a couple days to a week, discuss their findings as a group. Ask them:

- How much bullying did you see on TV?
- What kinds of bullying did you see?
- Experts believe watching violence on TV is bad for kids. Do **you** think watching bullying on TV might be bad for kids? Why or why not?

Find Famous People's Bullying Stories

Have kids search the Internet for famous people or celebrities who were bullied. They can type "celebrity bullying stories," "celebrity bullied," or similar terms into a search engine and see what comes up. They may be surprised! Discuss your findings as a group.

Make Bully Machine Collages

Make copies of the "Machine Parts" handout and the "Build a Bully Machine" (version 1 or 2) handout for all the kids in your group. You may want to make extra copies of "Machine Parts" for kids who may want to make elaborate machines or use some parts more than once. You may also want to encourage kids to complement the parts with some of their own drawings.

Have kids cut out the Bully Machine pieces they want to use and paste them into a machine image they create on the "Build a Bully Machine" handout. Then have them complete the sentences at the bottom of the page. For younger kids, you may want to use version 1 of the handout, with word ideas suggested, while older kids may prefer no suggestions.

Our Classroom Is a Place Where . . .

Depending on whether you're working in a classroom, community environment, or home, distribute copies of the handout "Our Classroom Is a Place Where . . .," "Our Community Is a Place Where . . .," or "Our Home Is a Place Where . . .," and discuss each statement with your group. If kids agree with the statements, they can decorate, sign, and date their handouts. Post them around the room or home to show that your classroom, community, or home is a place where people accept each other. Teachers and youth leaders can even send copies of the handout home with the kids.

You may also have kids collaborate in small groups to make their own posters.

Using I-Messages

Explain to kids what I-Messages are. An I-Message is an effective way to communicate your feelings, especially when you are trying to get someone to stop bullying.

An I-Message has three steps:

- Calmly and clearly say how you feel.
- Calmly and clearly say why you feel the way you do.
- Calmly and clearly say what you want or need.

I-Messages keep the focus on the speaker and his or her needs rather than focusing on the other person, which can cause disagreements to escalate. For example, "I feel hurt when you call me names. I need you to stop" is more likely to get results than "You're always being mean" or "You're such a bully," both of which put the focus on the other person and are likely to make that person defensive.

After explaining I-Messages, distribute copies of the "Using I-Messages" handout and go over it with the group. Ask for volunteers to role-play scenes in which one child says something mean and another child uses an I-Message in response. Consider role playing in groups of three or four, in which kids practice using I-Messages to be allies for one another.

Word Searches

The "Protection Reflection" word search handout focuses on ways animals can defend themselves. While standing up to bullies is often enough to get them to stop, kids need to know how to be safe when a situation is dangerous. Remind kids to use their "gut feeling" in a bullying situation. If a bully has been violent in the past, if the bully seems very upset, or if weapons are involved, kids should get away from the situation as quickly as possible. The "Protection Reflection" word search is a fun way to encourage discussion of other ways animals find safety.

The "Kind Actions" word search handout focuses on kind actions kids can take. Doing kind actions is a great way to create a positive atmosphere. Being Bully Free isn't just about not bullying, it is about spreading kindness.

Bully Machine Parts



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Build a Bully Machine (version 1)

Name: _____ Date: _____

Build a Bully Machine by pasting machine parts into the box below. Then fill in the blanks in the sentences to say what you think about the Bully Machine.

Word Ideas

(You can come up with your own words if you like.)

1.

mean	terrible
cruel	awful
horrible	scary
yucky	sneaky
bad	evil
nasty	heartbreaking
unfeeling	heartless

2.

fighting	meanness
pushing	selfishness
stealing	teasing
sadness	hitting
rumors	fear
gossip	pain
lies	put-downs

3.

share	cooperate
smile	are kind
take turns	compliment
trust	say nice things
care	encourage
respect	are good sports
laugh	are responsible
help	

4.

go away	learn to be kind
stop it	be banished
disappear	grow a heart
be broken	turn into a _____

The Bully Machine is a _____
[word from list 1]

thing because it likes _____ and
[word from list 2]

_____. It does NOT like it when kids
[word from list 2]

_____. It grows bigger and
[word(s) from list 3]

stronger when it sees _____ .
[word from list 2]

I think it should _____ .
[word(s) from list 4]

Build a Bully Machine (version 2)

Name: _____ Date: _____

Build a Bully Machine by pasting machine parts into the box below. Then fill in the blanks in the sentences to say what you think about the Bully Machine.

The Bully Machine is a _____

thing because it likes _____

and _____. It does NOT like it when kids

_____. It grows bigger and

stronger when it sees _____.

I think it should _____.

Our Classroom Is a Place Where . . .

We don't all have to be the same.

We don't all have to think the same.

We don't all have to act the same.

We don't all have to talk the same.

We don't all have to dress the same.

We don't all have to believe the same things.

We have the right to be ourselves.

We know that our differences make us interesting and **UNIQUE.**

We like it that people are different.

We do our best to solve problems peacefully.

We honor different ways of being, acting, and believing—even when we don't agree with them.

We speak up if we see others being treated unfairly.

We treat each other with respect.

We treat each other the way we'd like to be treated.

Our Community Is a Place Where . . .

We don't all have to be the same.

We don't all have to think the same.

We don't all have to act the same.

We don't all have to talk the same.

We don't all have to dress the same.

We don't all have to believe the same things.

We have the right to be ourselves.

We know that our differences make us interesting and **UNIQUE.**

We like it that people are different.

We do our best to solve problems peacefully.

We honor different ways of being, acting, and believing—even when we don't agree with them.

We speak up if we see others being treated unfairly.

We treat each other with respect.

We treat each other the way we'd like to be treated.

Our Home Is a Place Where . . .

**We don't all have
to be the same.**

**We don't all have
to think the same.**

**We don't all have
to act the same.**

**We don't all have
to talk the same.**

**We don't all have
to dress the same.**

**We don't all have to
believe the same things.**

**We have the right
to be ourselves.**

**We know that our
differences make
us interesting and
UNIQUE.**

**We like it that people
are different.**

**We do our best to
solve problems
peacefully.**

**We honor different ways
of being, acting, and
believing—even when we
don't agree with them.**

**We speak up if we see
others being treated
unfairly.**

**We treat each other
with respect.**

**We treat each other the way
we'd like to be treated.**

3 Steps for Using I-Messages

Name: _____ Date: _____

An I-message is a way to tell someone how you feel. It's also a good way to say what you want or need. I-messages always start with "I," and never with "you."

Step 1. Calmly and clearly say how you feel.

"I feel _____"

Step 2. Calmly and clearly say why you feel the way you do.

"I feel _____"

because _____"

Step 3. Calmly and clearly say what you want or need.

"I feel _____"

because _____"

and I want _____"

I-Messages: Put It All Together

"I feel frustrated

(feeling)

because I did all the work myself

(what happened)

and I want everyone in the group to do

their part of the project ."

(what you want)

Try your own I-Message.

Think about something that's been bothering you that you want to tell someone, or just make up a situation.

"I feel _____

(feeling)

because _____

(what happened)

and I want _____

(what you want)

Protection Reflection

Finding safety and staying safe

All animals have ways of protecting themselves from danger. Read the sentences under the puzzle. Some of the words are in **bold** type. See if you can find the boldface words in the word puzzle. Words can be horizontal, vertical, diagonal, forward, and backward.

T	Q	K	H	C	T	A	R	C	S	I	W	S	V	T
E	L	T	R	U	T	E	Y	W	G	A	L	E	B	D
L	A	V	S	W	I	M	R	P	L	L	F	A	R	Q
L	E	S	C	M	L	M	V	K	I	I	A	I	O	E
A	F	K	A	N	C	H	A	U	L	Y	B	L	G	N
N	L	U	M	O	C	W	Q	X	L	L	O	L	M	I
A	O	N	O	H	A	B	G	N	L	J	E	B	X	P
D	I	K	U	Y	C	U	O	Y	H	W	R	H	R	U
U	L	D	F	O	E	J	M	D	U	U	O	U	S	C
L	S	Z	L	V	X	W	K	V	O	Q	Z	R	N	R
T	S	O	A	L	J	C	A	T	V	R	T	F	G	O
Z	R	F	G	G	B	E	A	R	K	E	P	L	A	P
P	P	W	E	F	F	I	S	H	T	V	C	Y	K	P
X	F	T	G	J	O	I	N	O	T	H	E	R	S	W
L	I	Z	A	R	D	S	F	W	L	P	T	W	R	R

A **turtle** can hide in its **shell**.

Some **lizards** can change **color**.

A **skunk** can let off a bad **odor**.

Some animals blend in using **camouflage**.

A kid can **walk away** and **join others**.

A **bear** can act scary and **growl**.

A **porcupine** has **quills**.

A **kid** can **tell an adult**.

A **fish** can **swim** away.

A **bird** can **fly** away.

A **cat** can **scratch**.

A kid can **run** to safety.

Spread Kindness

Do kind things

We all have the power to make others feel better by doing kind things. Read the sentences under the puzzle. Some of the words are in **bold** type. See if you can find the boldface words in the word puzzle. Words can be horizontal, vertical, diagonal, forward, and backward.

H	B	C	N	T	U	O	H	C	A	E	R	W
D	E	O	D	Y	S	H	A	R	E	S	G	D
H	Y	M	R	H	B	I	F	M	T	N	X	D
N	R	P	E	Z	S	Y	U	O	U	O	V	F
E	G	L	E	S	D	M	D	E	O	I	Z	I
T	U	I	T	T	V	G	I	J	P	T	H	D
S	H	M	N	I	L	C	D	L	L	S	I	W
I	R	E	U	C	M	I	A	A	E	E	B	C
L	Z	N	L	K	R	M	Y	R	H	U	N	C
F	P	T	O	U	Q	O	Y	Z	W	Q	T	O
S	D	C	V	P	L	L	P	M	I	K	R	S
B	R	S	F	M	L	M	P	E	F	S	A	E
A	S	G	X	A	N	I	U	S	W	A	Q	K

Give someone a **compliment**.

Give someone a **hug**.

Help out. Maybe you can help someone with their schoolwork or chores, or **stick up** for someone who is being bullied.

Ask questions about a person to get to know him or her better.

Share.

Listen when he or she answers you, or whenever someone talks to you.

Reach out. Say hi to someone.

Be **loyal** to your friends.

Smile.

Be an **ally**.

Volunteer to show a new student around.