

Anti-Bullying Tactic 2 – Asking Questions



Goal: To diffuse the Bully by asking him/her questions to make them think about their motive

Time: 1 hour

Materials:

1. Paper
2. Pencils
3. Art Supplies on hand in the classroom.

Leader's Note:

1. Bullies are not known to think, they just act out of habit.
2. Asking a bully questions causes him/her to think.
3. Thinking will weaken the bully and strengthen the victim/target.
4. The goal is for the victim/target to try to understand what the bully is trying to do.
5. Below is an example:

Bully: Your clothes are ugly.

You: Ok. That is your opinion, but why are you telling me this?

Bully: Because you need to know that your clothes are ugly. Plus, I don't like you.

You: I put on my clothes because I like them and that's all that matters. If you don't like me, then why are you always talking to me?

Bully: ?????

Leader's Note:

1. In the example, "You" were able to ask questions without insulting the bully.
2. You are the bigger person and you can talk to a bully without returning the insults.
3. Let's look at another example.

Teaser: You think you are a good player since you made the winning goal in yesterday's game. But that was just a lucky shot.

You: I am glad you think I have so much confidence, but why are you telling me this?

Teaser: Because you think you are better than everyone else.

You: I just have confidence in myself. Shouldn't everyone have confidence in themselves?

Leader's Note:

1. In this example, "You" did not get into a "Yes I do" or "No I don't" argument with the teaser.
2. You have turned a possible argument into a possible discussion.
3. You may want to disagree with what the teaser is saying but **don't do it!**
4. If you try to defend yourself, then the bully may think his/her words are valid or true.
5. Kate Cohen-Posey, who is the author of *How to Handle Bullies, Teasers, and other Meanies*, calls this the Rule of Backwards.
6. Rule of Backwards says: *When you disagree with someone, it tends to make them think they have a valid point. When you ask questions and try to understand the reasoning behind someone's thinking, it helps them consider other ideas.*
7. Below are questions to help you understand what the bully is trying to do.
 - a. Why are you saying that?
 - b. Why are you doing that?
 - c. What do you mean?
 - d. Are you trying to be my friend?
 - e. Is that a bad thing?

Activity 1: Seven Questions

1. Give each student a piece of paper.
2. Have each student write a teasing remark they have heard in the past.
3. Tell students to keep their remarks to themselves and fold the paper.
4. Students will put the paper in a basket provided by instructor.
5. Divide students into 4 equal groups.
6. The instructor will read one of the remarks.
7. Each group will have to write 7 questions in response to the remarks.
8. The responding questions should not disagree with remarks.
9. The responding questions should not include teasing remarks.

10. After each group has written their questions, then a group representative will quickly walk to the front with questions in hand.
11. The first group representative to walk to the front will...
 - a. Read their questions aloud to the class.
 - b. The class is to ensure the question does not contain disagreements or insults.
12. If the questions meet the requirements, then the group gets a point.
13. If time permits, play the game until all teasing remarks are addressed.
14. The purpose of this game is for groups to think quickly and critically about what the teaser is trying to accomplish.

Activity 2: Post it Up!

1. Students should remain in their groups.
2. Give each group large size paper such as flip chart paper.
3. Groups should cut the paper into 8 separate pieces.
4. Ask each group to write 1 teasing remark that they have heard on the paper.
5. Each group should write their Group name or number beside the remark.
6. Tell each group to Post their teasing remark on the wall.
7. Group 1 and 2 will work together.
8. Group 3 and 4 will work together.
9. Below is how the activity works:
 - a. Groups 1 and 2 have posted their remarks on the wall.
 - b. Group 2 will write a question in response to Group 1's remark.
 - c. Group 2 will post the question under Group 1's remark.
 - d. While Group 2 is writing their question, Group 1 will write a question in response to Group 2's remark.
 - e. Group 1 will post the question under Group 2's remark.
 - f. Groups 3 and 4 will work together as described in steps a-e.
 - g. Each group will respond to each other until the group that made the teasing remark shouts "No response."
 - h. The responding group should not disagree with the teasing remark.
 - i. The responding group should not make a teasing remark.
10. This activity will encourage students to think and try to understand the reason behind the teasing remarks.