**Class Meeting: February 3, 2016**

**Bully Circle Introduction**

**Purpose:** Learn about the different roles of the Bully Circle.

**Materials:**

* One piece of roll paper, about the size of a piece of poster board. (BullyBusters will bring this)
* 8 Bully Circle role sheets (BullyBusters will bring these to your classrooms)
* Markers or colored pencils for students

**BullyBuster: We have a lot to talk about today, but let’s start with a quick 4 corners activity.** This 4 corners activity is about PIZZA!

Report to your corners according to the category that fits you, talk with the people there about why you chose that spot and have one person report out.

* Corner #1: Cheese and Pepperoni
* Corner #2: Plain Cheese
* Corner #3: Other toppings
* Corner #4: I would rather not eat pizza, yuck!

After students get to corners, have one person report out the reason they chose the spot they did.

**Bully Circle Intro:**

When it comes to bullying situations I think we are all aware that everyone has a different role in them. Based on your conversations over the past couple of weeks, can some of you raise your hands and share your ideas about the different roles people play in bullying situations? **(accept all reasonable responses, clarify or correct misconceptions as needed)**

**Then:** I’m glad to hear that you know about some of the details relating to bullying roles. One of the most important parts our school’s bully prevention program is the Bully Circle. The Bully Circle does a good job of itemizing the role each individual in the school community plays in every bullying situation.

Today, we are going to review the roles and definitions and then you are going to do an activity using them.

**BullyBuster:**  They are:

* A-Students who Bully
* B-Followers/Henchmen
* C-Supporters/Passive Bullies
* D-Passive Supporters/Possible Bullies
* E-Disengaged Onlookers
* F-Possible Defenders
* G-Defenders
* H-Student being bullied/Victim.

Divide students into 8 groups. Once they are in groups, give each group one half sheet of paper with the name of the role printed on the top. Groups should discuss the role that they were given.

Then, groups should share their thoughts on the role. When they do, the BullyBuster should read the actual definition of the role.

Then, have the BullyBuster read the definition of each role aloud and relate it to the group’s drawing/explanation. Here are the definitions:

* A-Students who Bully – These students want to bully, start the bullying and play a leader role.
* B-Followers/Henchmen – These students are positive toward the bullying and take an active part, but don’t usually initiate it and do not play a lead role.
* C-Supporters/Passive Bullies – These students actively and openly support the bullying, for example through laughter or calling attention to the situation, but they don’t join in.
* D-Passive Supporters/Possible Bullies – These students like the bullying but do not show outward signs of support.
* E-Disengaged Onlookers – These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say, “It’s none of my business,” or “Let’s watch and see what happens.”)
* F-Possible Defenders – These students dislike the bullying and think they should help the student who is being bullied but do nothing.
* G-Defenders – They dislike the bullying and help or try to help the student who is being bullied.
* H-Student being bullied/Victim – The student who is being bullied.

After each group has gone through this process, ask them to write a definition in their own words and then represent their role in a drawing and words.

After all groups are finished, please hang the sheets of paper one group at a time on your piece of chart paper in the Bully Circle format (refer to your poster, or below) to show the drawings. Start with A.

As each group puts their drawing up, have them share what they wrote and explain what they drew.

Ask follow-up questions as necessary.