



UNITED TRIBES  
TECHNICAL COLLEGE  
LAND GRANT EXTENSION

# UTTC LAND GRANT EXTENSION

## UTTC Lifeskills Lessons – Relationships & Family

### Lesson 17: Anger and Bullying

LS0017

#### ANGER

Anger is a reaction to activities or people around us. Anger can become a habit and a way of life. Angry people develop a reputation for being hard to support or be around. Angry people often have low self esteem and actually are fearful or unhappy with their life, as it is today. Learning to deal with anger is important for relationships, success at work, and being happy and content. There are many processes that have been found to be helpful in learning to deal with anger. Here is one.

#### The RETHINK Method of Dealing with Anger

- R** - Recognize anger in yourself and others
- E** - Empathize with the other person
- T** - Think about the situation differently
- H** - Hear what is being said
- I** - Respect and love when expressing anger
- N** - Notice your body's reaction to anger
- K** - Keep attention on the present problem

#### RESOURCES

- Fralick, M., Native American College Career and Success
- Waln, V., The Stink of Lateral Oppression
- Lesson 17 – UTTC Extension RETHINK to deal with anger
- Lesson 17 – UTTC Bullies Handout
- Lesson 17 uttc extensions victims of bullies

#### What Kind of “Angry Bird” Am I?

1. **Over-Estimator:** Follow Murphy’s Law. If anything bad can happen, it will happen to me. There is a tendency to expect things will have a negative outcome before it happens.
2. **Conclusion Jumper:** Believe in “Why try. Bad things always happen to me!” These people have feelings of injustice, self-pity, and mean intent from others. These thoughts lead to failure to exercise restraint because they are always ready to argue and fight.
3. **Either-or Seers:** See no gray areas in life. All things are Good or Bad, Right or Wrong, Strong or Weak, etc.
4. **Over-Generalizer:** Make conclusions about one-time events. “That driver cut me off, all drivers are bad.”, “One man hollered at me, all men holler.” etc.
5. **Inflammatory-Thinker:** Call names and label people or events in highly negative or obscene terms. Realistic thinking is difficult when things are negatively labeled prior to actual happening.
6. **Catastrophic-Thinker:** Rate everything highly negative – i.e. – on a scale of 1 to 10, it is always a “10”! Events or daily experiences are always the worst, most disappointing, or the end of the world.
7. **Demander:** Expect other people to adjust their behaviors to meet personal desire, moral beliefs or commandments. These people see life through jealousy and bully or oppress others demanding control.



## Bullying

Some studies suggest that around 20 percent of all American children have been the victim of bullying, and about the same number have described themselves as engaging in some form of bullying behavior. Bullying behavior can be learned and used as an adult. Bullying does not happen only to children and often happens at work and even to elders. Bullying is the mental and emotional control of someone else and ranges from teasing, stealing, making demands of services or loyalty, belittling, gossiping, or even physical abuse. Bullying is very similar to other forms of aggression but has some distinctive features:

- The intention of bullying behavior is purposeful, and planned versus rather than accidental aggression based on situations.
- The goal is to actually gain control over another person through physical or verbal aggression.
- Usually bullies make their attack without any real reason except they see the victim as an easy target and they get away with it.
- Bullies are usually more popular with their peers than someone who is simply aggressive.
- Bullying happens when others are jealous and intentionally keep any individual from moving forward in life, seeing themselves in a positive light, or being successful (lateral oppression).



## Dealing with Conflict

There are several ways to approach a conflict. In every conflict there is a potential to be a winner or a loser. Whether you are the victim or observer of bullying, recognize there is conflict.

**Win-Lose:** With this approach to conflict management, one person wins and the other loses, like in a game or a sporting activity. Competition is part of the win-lose approach. In competition power is important. In sports, generally the best and most powerful team wins and the other team, no matter how good, loses. Power may also be used as authority. For example a parent, a teacher, or a boss at work. In some situations there has to be a winner and a loser. But, in most situations, other than in competitive sporting events, the winner will consider the feelings and benefits for everyone, even the loser.

**Lose-Lose:** This approach to resolving conflict has no winners. Both parties struggle to be the winner and the damage during the conflict makes everyone lose. Think about World War II, when a bomb was dropped to end the war, everyone lost. On a family level, lost relationships like divorce, can become a lose-lose situation.

**Compromise:** Another approach for dealing with conflict is compromise. Both parties have some of their needs and wants met, but no one wins or loses everything. An example might be a deal to purchase a car. The seller and the buyer communicate and work to compromise. This approach requires communication for a period of time and an agreement for the long term.

**Win-Win:** This approach might be considered the healthiest. There is no loser and no winner. Both parties are willing to work together to find a solution. Competition is set aside and is replaced with cooperation. Emotions have to be put aside during discussion. Both parties generally need to walk away for a while to cool down and often a third party gets involved to work with everyone concerned. Steps needed to achieve Win-Win:

1. Identify the problem as your own. It is no one else's fault that you see things differently.
2. Agree on a good time to discuss the situation. Come to the discussion after anger is gone.
3. Describe your concerns and your needs. Use "I" messages and resist name calling or belittling. Good will and respect are required for win-win.
4. Look at the other person's concern or needs. Listen and try not to form an opinion as to why you think their needs or wants differ from yours.
5. Look for and discuss alternative plans that will support both sides.
6. Decide together on an alternative. Ask each other if the alternative idea is agreeable and doable.
7. Implement the new idea or approach as the solution. Smile at each other!
8. It may be best to shake hands and both say thank you.



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## Bullies

### WHAT BULLYING CAN LOOK LIKE

When I was a young boy, the bully called me names, stole my bicycle, and forced me off the playground.

He made fun of me in front of other children, forced me to turn over my lunch money each day, threatened to give me a black eye if I told adult authority figures.

At different times I was subject to a wide range of degradation and abuse – de-pantsing, spit in my face, forced to eat the playground dirt....To this day, their handprints, like a slap on the face, remain stark and defined on my soul.

*Eric E. Rofes*

## Take a Stand!

***If you witness  
bullying, intervene  
say "stop that"  
or tell someone  
who can intervene***

### FALSE STATEMENT

***Sticks and stone can break  
my bones, but words can  
never hurt me!***

### What is bullying?

With all the focus that has surrounded gangs and gun violence, it may be easy to forget that the teenage years are not the only times that children face violent behavior.

In fact, aggressive behavior and bullying are even more common in elementary school than in junior and senior high! Some studies suggest that around 20 percent of all American children have been the victim of bullying at some point in elementary school, and about the same number have described themselves as engaging in some form of bullying behavior.

Bullying can range from teasing, to stealing lunch money, to a group of students physically abusing a classmate. Even though bullying is very similar to other forms of aggression, there can be some distinctive features:

- The intention of bullying behavior is purposeful, rather than response to the victims actions.
- The goal is to actually gain control over another child through physical or verbal aggression.
- Usually bullies make their attack without any real reason, other than they see their victim as an easy target.
- Bullies are usually more popular with their peers than children who are simply aggressive.
- Bullies can be controlled. Victims do nothing to prompt being bullied and to ask for help.



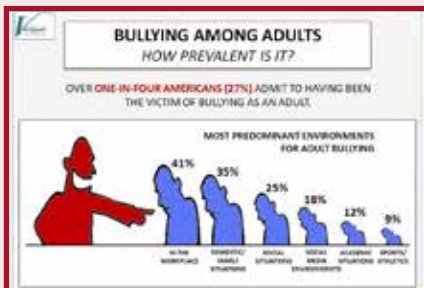


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## Bullies

Bullying is never funny and it is not only a problem for children. Causes, consequences, strategies and interventions are the same for adult Bullying.



### RESOURCES

- Verdine Ryder (Family Life Educator). Beat the bully problem. This book provides self-help skill and pro-active solutions of bullying behavior. Cost \$5.95, call 713-871-3172 to order.
- G.M. Batsche and H.M. Knoff. Bullies and their victims: Understanding a pervasive problem in the schools. School Psychology Review, 23, 2, 165-174.
- NDSU Extension Service – Bullying handout (credit given and permission requested)
- <http://heyugly.org/> (how to intervene and support victims)
- [www.youtube.com/watch?v=rdp5ki8Kxbs](http://www.youtube.com/watch?v=rdp5ki8Kxbs) (3 minute video on what is bullying – words, cyber, suicide, hotline number)
- [www.youtube.com/watch?v=nWqDtz1LlRO](http://www.youtube.com/watch?v=nWqDtz1LlRO) (4 minute video – power to stop bullying)
- [www.forbes.com/2008/03/22/health-bullying-office-forbeslife-cx\\_avd\\_0324health.html](http://www.forbes.com/2008/03/22/health-bullying-office-forbeslife-cx_avd_0324health.html) (worksite bullying)
- <http://cyberbullying.org/resources/adults>

### What it means to be a bully

Living in a society where wealth and power are admired, leaders publically brag about controlling groups, film heroes regularly beat up and kill others, and the weak and sick are often despised, it is no surprise that some children have learned to imitate these unhealthy values. Research has shown that although bullies tend to have difficulty making friends, they do gain a certain level of popularity and peer status for their actions. It is possible that bullies may be enjoying more respect and admiration from their peers, especially among boys. Bullying behavior can often be considered normal behavior. Society cannot support bullying as normal!

### Causes of bullying

- Parental relationship:** Bullies tend to come from families that are characterized as having little warmth or affection. These families also report trouble sharing their feelings and usually rate themselves as feeling less close to each other. Parents of bullies also tend to use inconsistent discipline and little monitoring of where their children are throughout the day. Sometimes parents of bullies have very punitive and rigid discipline styles, with physical punishment being very common. Bullies also report less feelings of closeness to their siblings.
- School failure:** Bullies are usually not model students. Very often they are not doing well in school and do not have good connections with their teachers.
- Peer rejection:** Researchers who are interested in how children form relationships with their peers have identified four categories that describe how children relate to peers, based on having children name children that they like as well as children that they don't like:
- **Popular children** are those that many children say they like, and few children say that they dislike. These children have developed positive social and communication skills.
  - **Controversial children** are both actively liked and disliked by many of their peers. They tend to have good social skills, but also exhibit aggressive behavior. Class clowns often fit into this category.
  - **Rejected children** are actively disliked by many of their peers and well-liked by few of their peers. They show high rates of conflict, aggression, and immature play, and they have trouble taking the perspective of another person. They also have a hard time solving problems without resorting to violence. Rejected children are often prone to delinquency and dropping out of school later.
  - **Neglected children** are seldom neither liked nor disliked by their peers. Although they are very shy, and may have low self-esteem, many neglected children do very well in school and are able to develop friends as they approach adolescence. Bullies come most often from the rejected category, but they sometimes are popular children as well.



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## Victims of Bullies

### **CHILDREN CAN BE GROUPED INTO FOUR CATEGORIES; POPULAR, CONTOVERCIAL, REJECTED OR NEGLECTED.**

#### **What it means to be a victim**

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Victims can be selected from any category, although neglected children often are more likely to be victims. Unfortunately in recent years, our attitudes have changed about what it means to be a victim. Many parents and school officials are likely to blame victims of bullying for being weak and not being able to stand up for themselves. This, coupled with the fact that victims are usually warned by bullies not to tell anyone, makes it difficult for them to talk with parents and teachers. Ten percent of children could be considered extreme victims who have been the victim of bullies at least once a week for a long period of time. These children are often considered younger, weaker, or sicker by their peers. Victims are just as likely to be boys as girls. They often report strong fears or dislike of going to school. These children often report closer feelings to parents and siblings, but whether this causes them to be victims or is simply how they cope with being bullied is unclear. Being labeled a victim is likely to follow children around from year to year. Most extreme victims report having few or no friends and being alone at recess and lunch. Symptoms that a child might be a victim of bullying:

- acts moody, sullen, or withdraws from family interaction
- becomes depressed
- loses interest in school work, or grades drop
- loses appetite or has difficulty getting to sleep
- waits to use the bathroom at home
- arrives home with torn clothes, unexplained bruises
- asks for extra money for school lunch or supplies, extra allowance
- refuses to go to school (15 percent of all school absenteeism is directly related to fears of being bullied at school)
- wants to carry a protection item, such as a knife

#### **Consequences for victims and bullies**

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**Short term effects of being a victim:** Being a victim is very stressful for children. Many children develop a strong dislike of going to school, especially times like recess or gym class. Many victims begin to distrust all their peers at school and have problems making friends. Extreme victims can develop depression or physical illness.

**Long term effects of being a victim:** The long term consequences of being a victim vary a good deal. Most victims of bullying do well in school and are able to make friends as they grow older. Most victims, especially if they receive support from adults important in their lives, survive the experience of being bullied without long term effects.

**Short term effects of being a bully:** Even though bullies are sometimes viewed positively by their peers, they rarely are capable of maintaining close friendships. They are usually dontdo well in school and are not well liked by their teachers.

**Long term effects of being a bully:** Bullying is a behavior that is very often one of the first steps to more serious problems. Unless some kind of intervention takes place, the aggression of bullying often leads to more serious acts of delinquency and criminal activity. Bullies are also more likely to use drugs and alcohol as adolescents.

#### **Suggestions for working with bullies:**

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- Work in small groups. It is often helpful to place bullies in groups with older children and have them engage in cooperative tasks. It will be necessary to provide a great deal of supervision.
- Reinforce children each time they engage in some degree of caring or pro-social behavior. It will be easier to establish more appropriate rules for interaction after they learn that there are more positive ways to gain attention and affection.
- Often children who are having a hard time relating to other children can learn some social skills with pets. Under close supervision, bullies may learn to care for and show affection to a dog or cat.
- Work with families to determine ways they can show warmth and affection to their children, and seek to develop a more consistent set of discipline. Sometimes it is helpful for families to become more involved in community activities and become friends with other parents.



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## Victims of Bullies

### Suggestions for working with victims:

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- Often victims, particularly those who have been victimized many times, are withdrawn and are afraid of social interaction. These children often profit from social interactions with younger children, where they may be less afraid to open up or show some leadership.
- Practice with kids some strategies of ways they can respond when being bullied. Help them identify times when they are likely to be harassed, and see if there are ways to avoid those situations. Determine the exact nature of the bullying behavior, and help them practice some things to say or do. Here are some strategies

### Specific strategies:

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- Laugh or ignore comments or teasing. Bullies delight in you being scared and getting a big reaction. Eventually they will leave you alone.
- Tell them to buzz off or shout GO AWAY!! Say it as angrily as you can and walk away immediately. Practice in the mirror.
- Stay with a crowd – bullies usually pick on kids who are alone. Suggest that children walk to school or sit on the bus with someone who can protect them.
- If you are alone with a crowd that picks on you, ask him or her why she is mean to you.
  - For both groups, it is helpful to pair them up with children who are neither bullies nor victims, as they can be great teachers of appropriate behavior.

### What schools can do:

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- Get an accurate assessment of the problem. An anonymous survey is a very effective way to learn about the true nature of a problem at a particular school.
- Maintain higher visibility. Most schools report that most of their bullying problems disappear when playgrounds, bathrooms, etc., are properly monitored. Supervising recess is especially important.
- Have students develop class rules about bullying that are then consistently reinforced. It is important to start this in very early grades to gain a handle on the problem before it gets out of control.

- Conduct in-service training for both teachers and parents. Stress that bullying is not just boys being boys or high spirited behavior but potentially damaging for both victims and bullies. Bullying is not something that people grow out of, but one of the first signs of more serious problems. It is also important to remember that verbal harassment can be just as scary and intimidating as physical attacks.
- Have serious talks with bullies, and make them realize that you are aware of their behavior and are not going to tolerate it. It is also important to develop ways to help them learn more positive social skills.

### What families can do?

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- Create a safe environment for your children to tell you about being bullied. Many times kids are embarrassed to tell their parents what happened, thinking that their parents will blame them. Sometimes kids at school pick on other kids or say mean things to them. Does this ever happen to you at school?
- Reinforce the idea that if they are being bullied, it is not their fault. Don't make your child feel like a wimp. The person that is picking on you is the one with a problem, not you. Bullies pick on people for no real reason, but it is just because they have problems of their own, not because of anything you have done.
- Don't teach your kids to hit or fight back; it will only make things worse. Here are five steps that are good to suggest:
  - Ignore
  - Move away
  - Ask to stop
  - Tell firmly to stop
  - Tell an adult.
- Notify teachers whenever an incident happens, be prepared to be persistent until some action is taken! Ask the teacher: Would it be possible to have the class get involved in a discussion about bullies, or to separate my child from those who are bothering them?
- If your child is unwilling to report another child's behavior to a teacher, offer to make the complaint yourself. Stress that it can be done in a way that is confidential



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## RETHINK - To Deal with Anger



### The RETHINK Method of Managing Anger

- R - Recognize anger in yourself and others
- E - Empathize with the other person
- T - Think about the situation differently
- H - Hear what is being said
- I - Respect and love when expressing anger
- N - Notice your body's reaction to anger
- K - Keep attention on the present problem

*Produced by the Institute for Mental Health Initiatives (IMHI) Adapted by Colorado State University and North Dakota State University Extension and United Tribes Technical College Land Grant Extension Programs.*



### Anger has three components.

One is the ways our body reacts to anger — the physiological component. Another is the thoughts we have when we are angry — the cognitive component. And a third part of anger is what we do or want to do when we are angry — the behavioral component.

#### Use this EXAMPLE for discussion.

<b>BODY/ PHYSIOLOGICAL RESPONSE</b>	<b>THOUGHTS/ COGNITIVE RESPONSE</b>	<b>ACTIONS/ BEHAVIORAL RESPONSE</b>
I get flushed when I see mold in the basement.	It isn't fair. I can't have anything nice.	I yell at my children or anyone that is near.

#### Compete this grid for a couple of life situations that recently that made you angry.

<b>BODY/ PHYSIOLOGICAL RESPONSE</b>	<b>THOUGHTS/ COGNITIVE RESPONSE</b>	<b>ACTIONS/ BEHAVIORAL RESPONSE</b>
1.		
2.		

#### What is a better way to manage with the above situations?

<b>BODY/ PHYSIOLOGICAL RESPONSE</b>	<b>THOUGHTS/ COGNITIVE RESPONSE</b>	<b>ACTIONS/ BEHAVIORAL RESPONSE</b>
1.		
2.		



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## *UTTC Lifeskills Lessons – Relationships & Family*

### Lesson 17: Anger and Bullying

LS0017

## ANGER AND BULLYING

#### **OBJECTIVES:**

1. To identify what makes us and others angry
2. To role-play skills on how to manage anger - RETHINK
3. To discuss approaches to deal with conflict and work toward win-win
4. To increase awareness about bullying and strategies to intervene or prevent bullying
5. To recognize that bullying is not just within school, but happens to all ages, at the work place, and within communities

#### **PROCEDURE:**

1. Write objectives on the board
2. Distribute the UTTC Extension Lesson 17 Talking Sheet - Anger and Bullying
3. Ask for a volunteer to open the session with a prayer, offer a prayer asking the creator to guide us in being kind to all his creation, or open session with a moment of silence.
4. Review the kinds of responses that make people act in anger
5. Use Lesson 17 Handout to have participants practice managing anger using the RETHINK strategies
6. Discuss the Conflict Resolution strategies, discuss and practice Win-Win approach. Have examples and allow participants to share or add to the discussion
7. Use Lesson 17 Handout and guide discussion to bullying awareness, bully identification, victim identification, children, adults, community suicide, intervention tips (Hey UGLY materials), etc.
8. Use 1 or 2 of the videos listed as resources to close the session
9. Distribute and collect Lesson 17 Evaluation

#### **RESOURCES FOR INSTRUCTION SUPPORT:**

1. Verdine Ryder (Family Life Educator). Beat the bully problem. This book provides self-help skill and pro-active solutions of bullying behavior. Cost \$5.95, call 713-871-3172 to order.
2. G.M. Batsche and H.M. Knoff. Bullies and their victims: Understanding a pervasive problem in the schools. School Psychology Review, 23, 2, 165-174.
3. Waln, V., The Stink of Lateral Oppression
4. NDSU Extension Service – Bullying handout.
5. <http://heyugly.org/> (how to intervene and support victims)
6. [www.youtube.com/watch?v=rdp5ki8Kxbs](http://www.youtube.com/watch?v=rdp5ki8Kxbs) (3 minute video on what is bullying – words, cyber, suicide, hotline number)
7. [www.youtube.com/watch?v=nWqDtZ1LIR0](http://www.youtube.com/watch?v=nWqDtZ1LIR0) (4 minute video – power to stop bullying)
8. [www.forbes.com/2008/03/22/health-bullying-office-forbeslife-cx\\_avd\\_0324health.html](http://www.forbes.com/2008/03/22/health-bullying-office-forbeslife-cx_avd_0324health.html) (worksite bullying)
9. <http://cyberbullying.org/resources/adults>

#### **TIME:**

50 minutes



