

Discussion Questions for Be Bully Free Stories & 7-Act Play

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Bloom's Taxonomy Discussion Questions for Debbie Dunn's story called "Grandmother Frog's Magic Bully Buster Song."



Level 1: Knowledge

1. Teacher Says or Asks: RECALL and LIST the four steps to the "Magic Bully Buster Song."

Students Respond:

- Stand up straight and don't slump.*
- Look a bully in the eyes and not at your feet.*
- Smile, laugh, and joke around. When bullies feel like nothing they can do can bother you, they won't feel the need to bully you any longer.*
- Remember to breathe. Taking deep, calming breaths sends oxygen to your brain. Suddenly, your brain tells you exactly what to say or do.*

2. Teacher Says or Asks: RECALL and STATE/SING the "Magic Bully Buster Song."

Students Respond:

Magic Bully Buster Song Lyrics:

- Stand up straight, Baby. Don't you slump.
Look 'em in the eyes, Baby. Not at your feet.
Smile and Breathe. Smile and Breathe.
Smile, Baby, Smile, Baby, Smile and Breathe.*

Video of Song: <http://tinyurl.com/lnthn4>

Level 2: Comprehension

3. Teacher Says or Asks: RETELL this story IN YOUR OWN WORDS.

Students Respond: (Accept reasonable retelling of story.)

Level 3: Application

4. Teacher Says or Asks: DEMONSTRATE and SHOW why it was a good idea for Fuzzy Rabbit to try to become Fancy Fox's friend.

Students Respond: Fuzzy Rabbit might say, "It would be a lot safer to have Fancy Fox as my friend rather than my enemy."

Level 4: Analysis

5. Teacher Says or Asks: COMPARE and CONTRAST the way Fuzzy Rabbit used to react to Fancy Fox's bullying and the way he reacts now that he uses the four steps of the "Magic Bully Buster Song."

Students Respond:

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- a. Fuzzy Rabbit said, “Before learning the 4 steps of the Magic Bully Buster Song, I would (1) Slump, and (2) Look nervously at my feet or away from Fancy Fox. (3) I would also whine, cry, and beg Fancy Fox to stop picking on me.”
- b. Fuzzy Rabbit said, “After learning the 4 steps of the Magic Bully Buster Song, I would (1) Stand straight and tall; (2) Look Fancy Fox in the eyes; (3) Smile with confidence; and (4) Take deep, calming breaths.”
6. Teacher Says or Asks: COMPARE and CONTRAST the way Fancy Fox used to act around Fuzzy Rabbit and the way she acted after Fuzzy Rabbit started using the four steps of the “Magic Bully Buster Song.”

Students Respond:

- a. Fancy Fox said, “Before Fuzzy Rabbit learned the 4 steps of the Magic Bully Buster Song, I would take great pleasure in repeatedly being a bully toward Fuzzy Rabbit. I got meaner all the time.”
- b. Fancy Fox said, “After Fuzzy Rabbit learned the 4 steps of the Magic Bully Buster Song, I felt frustrated and bored. It was no fun to bully Fuzzy Rabbit since he was remaining calm. We agreed to become friends.”
7. Teacher Says or Asks: REFLECT on why you think Fletcher Frog’s technique for dealing with bullies was so effective with Fancy Fox. As a reminder, Fletcher Frog asked, “Are you having a bad day? If so, would you like to talk about it? I’m a pretty good listener.”

Students Respond:

- a. Fancy Fox said, “Fletcher Frog was pretty smart. Instead of getting upset when I called him names, he acted like my friend instead of my enemy.”
- b. Fancy Fox also said, “Instead of feeling puffed-up and powerful because I was successfully bullying him, I felt sort of puffed-up and important because he was offering to let me talk about my bad day. I felt motivated to tell him that I was sorry.”

Level 5: Synthesis

Note to Teacher: Divide class into small groups of 3 or 4.

8. Teacher Says or Asks: Pretend that each one of you is one of the smaller animals in the forest and that Fancy Fox has been making fun of you. Using the four steps of the “Magic Bully Buster Song,” PLAN and INVENT UNUSUAL WAYS to get Fancy Fox to be a friend who is nice to you rather than a bully who makes fun of you. Afterward, act this out for the class.

Students Respond: (Each group should practice and perform these skits for the class.)

Level 6: Evaluation

9. Teacher Says or Asks: EVALUATE and GIVE YOUR OPINION about what you learned from this story and the skits you created.

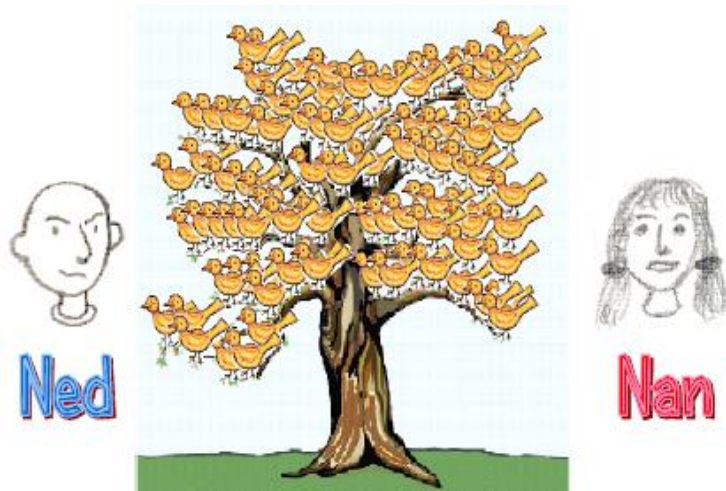
Students Respond: (Accept Reasonable Answers.)

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Bloom's Taxonomy Discussion Questions for Debbie Dunn's re-told story called "Ned and Nan learn to Kick their CAN'Ts Away"



Level 1: Knowledge

1. Teacher Says or Asks: RECALL and LIST the behavior and attitudes used by Ned and Nan to indicate that they were bullies.

Students Respond:

Ned:

- * *Ned thinks he can't be nice.*
- * *Ned takes out his anger on Nan and the kids at school.*
- * *Ned puts other kids down.*
- * *Ned tries to throw a softball at the golden birds and at Nan.*
- * *Ned plans to throw a rock at Nan.*

Nan:

- * *Nan thinks she can't be nice.*
- * *Nan is mean to her classmates.*
- * *Nan calls her classmates names in order to try to feel good about herself.*
- * *Nan tries to throw a softball at Ned in revenge.*
- * *Nan plans to try to throw a rock at Ned.*

2. Teacher Says or Asks: RECALL and LIST the behavior and attitudes used by Ned and Nan to show they feel badly about themselves.

Students Respond:

- * *Ned and Nan think they can't be nice.*
- * *Ned and Nan think they can't throw a softball.*
- * *Ned and Nan think they can't kick a kickball.*
- * *Ned and Nan think they can't do math.*
- * *Ned and Nan think they can't do this and can't do that.*

LEVEL 2: Comprehension

3. Teacher Says or Asks: SUMMARIZE and EXPLAIN each song sung by the golden birds and what led up to and what happened due to the words of the song.

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Students Respond:

- 1st: Ned heard some creatures singing a Nah-Nah song. He ran until he found the location of those strange sounds.
- 2nd: Ned thought the 100 golden birds were making fun of him with their Nah-Nah song, so he tried and failed to hit one of them with a softball.
- 3rd: Then Ned tried to hit Nan with a softball for following him. She tried and failed to hit him back.
- 4th: Then Ned and Nan planned to try to hit each other with a rock. The golden birds dive-bombed them. Ned & Nan ran for their lives.
- 5th: When Nan tripped over a root, Ned finally decided to run back and save her. The golden birds sang the Hip, Hip Hooray song.
- 6th: That night, Nan dreamed the golden birds were singing a Go song. She wasn't sure if that meant GO AWAY or GO BACK. Ned and Nan decided to go back.
- 7th: The next day, Ned and Nan followed that irresistible urge to return to the golden birds. The birds dropped the softball in front of them and sang the Throw song to them.
- 8th: Ned and Nan practiced throwing the softball back and forth to each other. When they missed, the golden birds sang the Throw song. When they succeeded in catching the ball, the golden birds sang the Hip, Hip Hooray song.
- 9th: When Ned and Nan recalled how mean they had been to each other and the kids at school, the golden birds rose up into the air. Assuming they were going to be dive-bombed again, both kids promised to not be mean anymore. The golden birds settled back down onto the branches of the tree.
- 10th: When Ned and Nan decided to apologize to the kids they had been meanest to and to find ways to kick all their CAN'TS away, the golden birds sang their final Hip, Hip Hooray song.

Level 3: Application

4. Teacher Says or Asks: DETERMINE what role the golden birds seemed to be playing in the lives of Ned and Nan.

Students Respond:

- * Accept reasonable answers.
- * One suggested response is that the golden birds almost seemed to be taking the role of their conscience or teacher or coach or guidance counselor.

Level 4: Analysis

5. Teacher Says or Asks: COMPARE and CONTRAST the various CAN'Ts Ned and Nan believed in and how they decided to overcome them.

Students Respond:

- CAN'T #1: Ned and Nan believed they can't throw a ball.
- CAN'T #2: Ned and Nan believed they can't kick a kickball.
- CAN'T #3: Ned and Nan believed they can't do math.
- CAN'T #4: Ned and Nan believed they can't be nice.

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OVERCOME CAN'T #1: Ned and Nan practiced until they could throw a ball.

OVERCOME CAN'T #2: Ned and Nan plan to practice until that can kick a kickball.

OVERCOME CAN'T #3: Ned and Nan plan to attend after-school tutoring classes until they can do math.

OVERCOME CAN'T #4: Ned and Nan plan to be nice to each other and to the kids at school. They also plan to apologize for being a bully.

Level 5: Synthesis

Note to Teacher: Divide class into small groups of three or four.

6. Teacher Says or Asks: CREATE and PRODUCE short skits about some other CAN'Ts kids might think they have and INVENT songs the 100 golden birds could sing to help the kids OVERCOME and KICK THOSE CAN'Ts AWAY.

Students Respond: (Class should practice and perform these skits for the class. The class plays the role of the singing golden birds.)

Level 6: Evaluate

7. Teacher Says or Asks: EVALUATE and GIVE YOUR OPINION about what you learned from this story and the skits about kicking your CAN'Ts away.

Students Respond: (Accept Reasonable Answers.)

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Discussion Questions for 7-Act Play: No Bullies in the Kingdom



Act 1: Carl Coyote Saves the Day

1. Teacher Says or Asks: How did the fire get started in the first place?

Students Respond: Some man dropped a lit cigarette on the ground.

2. Teacher Says or Asks: How did the fire get put out?

Students Respond: Coyote might respond, "I got an adrenaline rush! I stomped the fire out with my tail and my paws. I wasn't thinking about my own safety. I was just worried about the baby animals and the forest."

3. Teacher Says or Asks: In real life, it is doubtful an animal would know to do what Coyote did. Its instinct would be to run away. So how could that fire really be stopped?

Students Respond:

- * *Someone would have to notice that the cigarette had caused a fire. Then they could call the fire department.*
- * *They could get a fire extinguisher and try to put it out. They could get some branches and try to stomp it out. They could throw dirt and water on it to try to stop it.*

4. Teacher Says or Asks: According to Smokey Bear.com, (<http://www.smokeybear.com/it-could-be-you.asp>) "in 2007, there were 12,261 wildfires caused by lightning but 73,446 wildfires caused by human error." What are some other ways people could accidentally or purposely cause a forest fire?

Students Respond:

- * *Someone didn't completely put out their campfire.*
- * *Someone was playing with matches or a lighter.*
- * *Someone was using fireworks that landed on dry brush.*
- * *Someone was burning debris or leaves and sparks flew.*
- * *Someone flicked a lit cigarette from a fast-moving car.*
- * *Someone had malfunctioning equipment like a lawnmower.*

5. Teacher Says or Asks: Smokey Bear's motto states: "Only you can prevent forest fires."

(http://en.wikipedia.org/wiki/Smokey_Bear) Describe some ways we can prevent forest fires and wild fires.

Students Respond:

- * *If you drop a cigarette or flick it from a car, make certain it is no longer lit.*
- * *Make certain you put your campfires completely out.*
- * *Don't play with matches or lighters.*
- * *Don't leave your dried leaves and debris fires unattended.*
- * *Be watchful over your power equipment so it doesn't throw sparks.*
- * *Be careful when you light fireworks that they don't cause a fire.*

Act 2: Lion and Tiger bully Carl Coyote

6. Teacher Says or Asks: Super Spy Squirrel and Eagle both witnessed Lion and Tiger bullying Carl Coyote. If you should witness bullying-type behavior, what should you do?

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Students Respond:

- a. *Make certain the victim is okay.*
- b. *Get help for the victim if he or she is injured.*
- c. *Offer your friendship to the victim.*
- d. *Let the bully know it is NOT okay to be a bully.*
- e. *Report the bullying to an adult.*

7. Teacher Says or Asks: What 4 types of bully-type behavior did Lion and Tiger do to Carl Coyote?

Students Respond:

- a. *Coyote got hit by Lion.*
- b. *Coyote got kicked by Lion.*
- c. *Coyote got pushed by Lion.*
- d. *Lion and Tiger called Coyote mean names.*

8. Teacher Says or Asks: Carl Coyote has been bullied by Lion and Tiger a lot. What should he do?

Students Respond:

- a. *Report the bullying to a grown-up, or in his case, an animal elder.*
- b. *Visit a guidance counselor or therapist to get help dealing with the abuse.*
- c. *Learn some techniques to not act or appear like a victim.*
- d. *Make some friends so as to not be so isolated and such an easy target.*

9. Teacher Says or Asks: Lion and Tiger bully Carl Coyote. What are some techniques he could use to not act or appear like a victim?

Students Respond:

- a. *Use good posture.*
- b. *Make eye contact.*
- c. *If he gets hit or kicked, attempt to giggle like it tickles instead of crying in front of them.*
- d. *Smile from the heart.*
- e. *Use a sense of humor to defuse the situation.*
- f. *Get a support system of friends to watch his back.*
- g. *Tell a grown-up.*

10. Teacher Says or Asks: If Carl Coyote tells a grown-up, or in his case, an animal elder he is being bullied, would you call that tattling and snitching or responsible reporting. Why?

Students Respond:

- a. *Tattling and snitching is when you purposely try to get someone else in trouble.*
- b. *Responsible Reporting is when you or others are being physically harmed and need the help of a grown-up.*
- c. *Carl Coyote would be doing Responsible Reporting since he is reporting the bullying-type behavior of Lion and Tiger. He could be helping another animal not to be bullied by them. He also would be getting help for himself since he obviously was not able to make them stop bullying him on his own.*

Act 3: Carl Coyote becomes a Bully

11. Teacher Says or Asks: A Chain of Pain was taking place in the Animal Kingdom. What chain reaction did you observe taking place?

Students Respond:

- a. *Lion and Tiger bullied Coyote.*
- b. *Coyote bullied 4 boys.*
- c. *One boy ran off crying. The other 3 boys bullied 7 girls.*
- d. *The 7 girls ran off crying.*

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12. Teacher Says or Asks: Why do you think Carl Coyote decided to try being a bully?

Students Respond:

- Coyote felt flat and deflated after being bullied by Lion and Tiger.*
- Coyote wanted to feel more puffed-up and powerful like he imagined Lion and Tiger must feel.*
- Coyote knew that no one bothered Lion and Tiger because they were rough-and-tough bullies.*
- Coyote decided to try bullying so he could appear rough and tough too.*

13. Teacher Says or Asks: What does the presence of the balloons demonstrate that you see on the costumes of the three Balloon Kids?



Students Respond:

- When we feel happy and powerful, we feel puffed-up and inflated. The fully-inflated balloon demonstrates that feeling.*
- The halfway-inflated balloon demonstrates the feeling of someone who is feeling just a little bit happy or a little bit bad or sad.*
- The flat and deflated balloon demonstrates the feeling of someone with no friends, someone who is feeling sick, or someone who is being bullied.*

Download poster: Passive, Aggressive, and Assertive Responses to Conflict

<http://askdjlyons.com/passive-aggressive-assertive.pdf>

14. Teacher Says or Asks: There are three main responses to bullying:

PASSIVE:	AGGRESSIVE:	ASSERTIVE:
* crying (fake or real)	* yell	* sincere apologies
* whining & name-calling	* hit, push, kick	* Responsible Reporting
* quiet denials	* extreme name-calling	* Talk It Out
* running away	* threats or promises	* WIN-WIN Outcomes
* making faces & roll eyes	* fighting	* Active Listening
* hide feelings	* loud denials	* Respect & Understand
* tattling & snitching	* stomp & slam doors	* I Messages
* doing the attitude thing	* loud put-downs	* Set Firm Boundaries
* gossip or rumors	* break or destroy things	* Self-Mentor

a. Teacher Says or Asks: When Ben Bear was bullied, how did he respond?

Students Respond: Ben Bear used PASSIVE RESPONSES of crying, quiet denials, and running away.

b. Teacher Says or Asks: When the other 3 boys were bullied, how did they respond?

Students Respond: The other 3 boy animals used PASSIVE RESPONSES of running away and hiding feeling from Coyote.

c. Teacher Says or Asks: When the 7 girls were bullied, how did they respond?

Students Respond: The 7 girl animals used PASSIVE RESPONSES of crying, name-calling, and running away.

15a. Teacher Says or Asks: What are some ASSERTIVE RESPONSES that Ben Bear could have tried when he got bullied?

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Students Respond: Ben Bear could have tried to talk things out with Coyote, use an I Message, set firm boundaries by saying it is not okay to put me down, done some Responsible Reporting by telling an animal elder, and done things to self-mentor himself so he could feel better.

15b. Teacher Says or Asks: What are some ASSERTIVE RESPONSES that Robbie Rabbit, Rusty Rabbit, and Peter Porcupine could have tried when they got bullied?

Students Respond: The other 3 boy animals could have tried the same things as described with Ben Bear.

15c. Teacher Says or Asks: What are some ASSERTIVE RESPONSES that the 7 girls could have tried when they got bullied?

Students Respond: The 7 girl animals could have tried the same things as described with Ben Bear – only they would try these techniques with the three boys who bullied them.

Act 4: Bully Chain of Pain

Song Lyrics:

It's the chain of pain.

Lion and Tiger bullied Coyote.

Coyote bullied the Boys,

The Boys bullied the Girls.

16. Teacher Says or Asks: Describe the Bully Chain of Pain that was taking place in the Animal Kingdom. What chain reaction did you observe y taking place?

Students Respond:

a. Lion and Tiger bullied Coyote.

b. Coyote bullied 4 boys.

c. One boy ran off crying. The other 3 boys bullied 7 girls.

d. The 7 girls ran off crying.

17. Teacher Says or Asks: How did the conflict between the 7 girl animals and the 3 boy animals get resolved?

Students Respond:

a. The boys promised to never bully the girls again.

b. The boys apologized to the girls.

c. The girls accepted the boys' apologies.

d. The girls asked the boys, "Are you having a bad day? Do you want to talk about it?"

18. Teacher Says or Asks: How did the animals decide to help Carl Coyote NOT be a bully any longer? What about Lion and Tiger?

Students Respond:

a. Eagle and his or her 3 friends are planning to tell Coyote that it is NOT okay to be a bully.

b. They plan to bring with them the 4 boy animals who Coyote bullied.

c. Doug Raccoon is working on a plan to deal with Lion and Tiger. He needs a few more days to work out the details.

19. Teacher Says or Asks: Led by Polly Porcupine, the girls and Ben Bear asked what else they could do when they get bullied besides run away and cry. Describe what they learned from Fuzzy Rabbit.

Students Respond:

a. Fuzzy Rabbit taught them the Magic Bully Buster Song.

b. From that song, they learned that they should stand up straight and tall.

c. From that song, they learned they should make eye contact with the bully.

d. From that song, they learned they should smile at the bully.

e. From that song, they learned they should take deep, calming breaths.

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Magic Bully Buster Song Lyrics:

*Stand up straight, Baby. Don't you slump.
Look 'em in the eyes, Baby. Not at your feet.
Smile and Breathe. Smile and Breathe.
Smile, Baby, Smile, Baby, Smile and Breathe.*

Download poster: I Message Sentence Starters

<http://askdilyons.com/i-message-sentence-starters-yellow-background.pdf>

20. Teacher Says or Asks: Eagle suggested Grandmother Frog use an 'I Message' on Rosie Rabbit for calling her a name. Use the following 'I Message Sentence Starters' and give an example of what you could say if someone calls you a bad name.

- a. I want _____ because _____.
- b. I feel _____ because _____.
- c. I would appreciate it if _____ because _____.
- d. I think _____ because _____.
- e. I need _____ because _____.
- f. I expect _____ because _____.
- g. I wish _____ because _____.

Students Respond: (Accept Reasonable I Messages.)

21. Teacher Says or Asks: What suggestion did Fancy Fox suggest that Grandmother Frog could try on Rosie Rabbit?

Students Respond: Grandmother Frog could ask Rosie Rabbit, "Are you having a bad day? Would you like to talk about it? I'm a pretty good listener."

Act 5: Eagle and Friends confront Carl Coyote

22. Teacher Says or Asks: What did Bonnie Bear, Wolf, and Monkey tell Coyote to get him to stop being a bully?

Students Respond:

- a. *Bonnie Bear told Coyote that they could no longer be friends with him if he persisted in bullying their friends.*
- b. *Monkey told Coyote that he had bullied some good friends of theirs.*
- c. *Wolf asked Coyote how he could be a bully when he knew how much it hurts to be bullied.*

23. Teacher Says or Asks: When Wolf asked Coyote how he could bully when he knew how much it hurts to be bullied, what did Coyote reply?

Students Respond:

- a. *Coyote hung his head in shame.*
- b. *Coyote explained that he was just trying to feel important.*

24. Teacher Says or Asks: When Coyote explained that he bullied to feel important, what did Eagle and Grandmother Frog tell him he should do instead?

Students Respond:

- a. *Eagle said you don't feel important by bullying. You feel important by helping others like Coyote did when he saved those animals from the fire.*
- b. *Grandmother Frog said he could feel important by practicing his talents and skills instead of bullying.*

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25. Teacher Says or Asks: Tell what 'I Messages' Ben Bear and Robbie Rabbit used on Carl Coyote to get him to stop bullying them.

Students Respond:

a. Ben Bear said, "I don't want you to call me names anymore because it bothers me."

b. Robbie Rabbit said, "Carl Coyote, I would appreciate it if you don't call us names as it really bothers us."

26. Teacher Says or Asks: What technique did Rusty Rabbit and Peter Porcupine use to get Carl Coyote to feel motivated to not be a bully? How did Coyote respond?

Students Respond:

a. Rusty Rabbit said, "Were you having a bad day that day, Carl Coyote? I know we were."

b. Peter Porcupine said, "We're feeling better now and hope you are too. Do you want to talk about it?"

c. By trying to understand Carl Coyote and offering to listen should he need to talk helped Carl Coyote to feel like he was talking to friends rather than somebody he would want to bully.

d. Carl Coyote felt pleased that they were being kind to him. It made him feel more determined than ever never to be a bully again.

e. Carl Coyote apologized to all of them and promised never to be a bully again.

Act 6: Coyote is Saved from the Hunters

27. Teacher Says or Asks: What bad thing happened to Carl Coyote?

Students Respond:

a. Coyote got his hind leg caught in a hunter's snare.

b. The wire got tighter and tighter.

c. Coyote yelled for help.

28. Teacher Says or Asks: What is your opinion? If Coyote had not apologized for being a bully, which of the animals do you think would have tried to help him or which would have let the hunters have him?

Students Respond:

a. Accept reasonable answers.

b. It's possible that the animals who he bullied would have refused to help him.

c. It's possible that the animals he saved from the fire would try to help him.

d. It's possible that the other animals would only agree to help him depending on whether they were friends with the ones he bullied or friends with the ones he saved from the fire.

29. Teacher Says or Asks: What did Robbie Rabbit do to help Carl Coyote?

Students Respond: Robbie Rabbit organized a Rescue Party.

30. Teacher Says or Asks: What 3 things did Billy Joe and Jake consider doing with Coyote?

Students Respond:

a. They thought they might sell Coyote's hide to the city guys.

b. They thought they might get Coyote stuffed and sell him that way.

c. They also thought about selling Coyote to the zoo.

31. Teacher Says or Asks: What kind of things did the animals do to rescue Coyote?

Students Respond:

a. Eagle and the Crows dive-bombed the hunters and scratched them with their talons.

b. The Squirrels, Monkeys, and Raccoons threw pine cones at them.

c. The Porcupines shot quills at them.

d. The Bees stung them.

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- e. *The Spiders threw cobwebs at them.*
- f. *The Snakes hissed at them.*
- g. *The Deer kicked at them.*
- h. *The Bears, Wolves, Fox growled at them and chased them all the way to their SUV.*
- i. *The Rabbits freed Coyote by biting him free with their teeth.*

Act 7: Animal Intervention with 2 Bullies

Song Lyrics:

It's not okay.

Not at night. Not at day.

To be a bully.

You'll be lonely. You'll be sorry.

32. Teacher Says or Asks: How did Doug Raccoon and the other forest animals plan to stop Tiger and Lion from being a bully?

Students Respond:

- a. *They told both Tiger and Lion to stop being a bully or leave their forest forever.*
- b. *Tiger agreed to stop.*
- c. *Lion refused to stop.*

33. Teacher Says or Asks: What were Tiger's 2 reasons for helping Lion to be a bully?

Students Respond:

- a. *Tiger said he was afraid that Lion would start bullying him if he didn't support Lion in his bullying efforts.*
- b. *He also admitted it made him feel important and powerful to be Lion's best friend.*

34. Teacher Says or Asks: Tiger thought the only way he could feel important is by either being a bully or a friend of a bully. What did he learn from Coyote and Eagle instead?

Students Respond: You can feel special by using your talents and skills.

35. Teacher Says or Asks: Tiger didn't think he had any special skills and talents. Grandmother Frog, Doug Raccoon, and Eagle described 3 of his special talents. What were they?

Students Respond:

- a. *Tiger is so strong that he can drag things that weigh as much as 800 pounds.*
- b. *Tiger can win almost any foot race because he can run really fast.*
- c. *Tiger could win a lot of leaping contests because his hind legs are so powerful; he can leap long distances.*

36. Teacher Says or Asks: Why do you think Lion refused to stop being a bully?

Students Respond:

- a. *Accept Reasonable Answers.*
- b. *Lion said that a bully is what he is and a bully is what he will be. He apparently liked being a bully.*
- c. *Lion probably didn't like being told what to do. He wanted to be the boss instead.*
- d. *Lion didn't like it that Tiger finally had the courage to stand up to him by saying no.*
- e. *Lion had too much pride to stop bullying as he liked how powerful it made him feel.*
- f. *Even when he was tied up, he only admitted he didn't want to be given to the hunters. He still didn't apologize for being a bully or agree to stop.*

37. Teacher Says or Asks: Since Lion refused to give up his bullying ways, what did the animals do as a result?

Students Respond: They made Lion leave the forest forever.

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SEQUEL TALE to 7-Act Play: What Happened to Bully Lion?

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Introduction: After Lion got expelled from their forest for being a bully, Tiger kept hoping that his former friend had decided to give up his bullying ways now that he lives in a new forest. Super Spy Squirrel is sent on a spy mission to see what Lion decided.

One day, Super Spy Squirrel ran up to us Animal Elders and said, "I spy Tiger."

I, Grandmother Frog, turned to Tiger and said, "Welcome, Tiger. What can we do for you?"

Tiger said, "I've been having bad dreams about Lion."

Grandpa Rabbit said, "Are you afraid that Lion will come back and hurt you?"

Tiger said, "No, that's not it."

Grandma Porcupine said, "Then what are your concerns?"

Tiger said, "All you animals in the forest forgave me for being a bully. You gave me a second chance. For that, I am really grateful."

Doug Raccoon said, "Keep going."

Tiger said, "Well, I know Lion refused to stop being a bully."

Super Spy Squirrel said, "I bet I know what you are hoping!"

Tiger said, "What?"

Super Spy Squirrel said, "I bet you are hoping that Lion learned his lesson and is sorry now for refusing to give up his bullying ways like you did."

Tiger smiled and said, "That's it exactly. Lion has a lot of pride."

Fletcher Frog said, "Stubborn pride!"

I, Grandmother Frog, said, "Yes, I imagine it would have been too much to ask for Lion to think calmly when he felt cornered by all of us."

Tiger said, "I hope this will make sense to you. I don't miss the part of Lion that was a bully who sometimes was mean to me. But I do miss the part of Lion that was nice to me and was my best friend."

We all nodded our heads in understanding. Finally, Grandma Porcupine asked, "So what do you want to do, Tiger?"

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Tiger said, "I was kind of hoping there was a way to find out whether or not Lion is still a bully."

I, Grandmother Frog, looked at Super Spy Squirrel and said, "Super Spy, this sounds like a mission for a great detective like you."

Super Spy Squirrel looked very excited. He said, "Yep! It does. I will sneak into the next forest and spy out what is happening with Lion."

We all said, "Be careful!"

Super Spy Squirrel took off running. We watched him leap from tree to tree until he was out of sight. We wondered how long he would be gone.

Super Spy Squirrel did not return that day. He did not return the next day. He finally came back on the third day. The first thing he did was call a meeting of all the animals in our forest.

When we all arrived, Super Spy Squirrel said, "I have news to report about Lion."

Some of the animals looked angry, some looked scared, but all of us were curious. Tiger paced back and forth with his tail lashing as he was so eager to know what was going on with his former friend.

Super Spy Squirrel said, "Do you recall that Tiger and some of you bigger animals dragged Lion to the next forest against his will?"

We nodded.

Super Spy Squirrel said, "Do you also recall that you warned the animals in that forest that Lion liked to be a bully?"

We nodded again.

Super Spy Squirrel said, "What most of us don't know is that the animals of that forest left Lion tied up for a few days."

Tiger's tail started lashing even more violently, and he paced more quickly and with greater agitation.

Super Spy Squirrel said, "Don't worry, Tiger. They still brought him food to eat. They even talked kindly to him. But they very firmly told Lion that he was not going to be untied until he promised to stop being a bully."

We were all agog with curiosity. We asked, "What happened?"

Super Spy Squirrel said, "The first day, Lion roared and roared with anger. Other than bringing him food, everybody simply ignored him."

Rosie Rabbit said, "That must have hurt everybody's ears because Lion can roar really loud."

We all nodded in confirmation.

Super Spy Squirrel said, "The second day, Lion grumbled and whined and complained. Again, other than bringing him food, they ignored him completely."

Tiger asked, "Then what happened?"

Super Spy Squirrel said, "The third day, Lion got really quiet. The animal elders of that forest could tell that Lion was doing a lot of heavy thinking. A few of them came to the clearing where he was tied up. They offered to listen to Lion as long as he would talk calmly and reasonably."

Tiger asked, "What did Lion do? Did he talk to them in a nice way?"

Super Spy Squirrel said, "Sometimes he did. As long as he was calm and polite, they remained close by. As soon as Lion got rude and impatient, they quietly got up and left him alone again."

Doug Raccoon said, "How long did that go on for?"

Super Spy Squirrel said, "A few days. Finally, it appeared that Lion had decided that it was no longer worthwhile to be a bully."

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Tiger asked, “So, what happened?”

Super Spy Squirrel said, “Lion promised to stop being a bully. The animals were a little afraid to let him go free in case he was telling a lie. Finally, they gathered all the biggest animals to stand guard over him while the rabbits chewed off those vines that held him.”

We all asked, “What happened next?”

Super Spy Squirrel said, “Lion kept very still so as to not alarm anybody. When he was finally free, he turned to the Rabbits and thanked them.”

Robbie Rabbit squeaked in surprise. He asked, “Did Lion really thank the Rabbits?”

Super Spy Squirrel said, “Yep! Then Lion slowly got up and stretched and tried to get the circulation back into his legs. Then he actually thanked everybody for being so patient with him.”

Super Spy Squirrel turned to Tiger and asked, “Tiger, did Lion ever tell you why he decided to become a bully in the first place?”

Tiger looked puzzled and said, “No, he never did. Did he tell them why?”

Super Spy Squirrel said, “Yes. Lion shared his history with the animals there. Afterward, he requested that they help him NOT be a bully any longer.”

We all asked, “What was Lion’s story? Why did he decide to become a bully?”

Super Spy Squirrel said, “When Lion was a very young cub, he was bullied by a bunch of animals in another forest. He ran away from those animals and that forest. He kept running until he found our forest. Lion was totally determined never to be the victim of bullying again. He figured the only way he could make that happen was by becoming the worst bully anybody had ever seen.”

Coyote said, “It worked. He sure was one mean bully!”

Everybody nodded in agreement. Then I said, “It sounds like that old story of the Bully Chain of Pain all over again.”

Tiger said, “Bully Chain of Pain? What do you mean by that?”

I said, “Oh, that’s right. You weren’t part of that meeting. Hey, everybody, what did we discover?”

As I, Grandmother Frog, led the animals in singing the Bully Chain of Pain song to the tune of “Sipping Cider Through A Straw,” the animals acted as the echo. Audience, you can join in too

Bully Chain of Pain Song

1st Verse:

It’s the chain of pain. (*Echo: It’s the chain of pain.*)

Lion and Tiger bullied Coyote. (*Echo: Lion and Tiger bullied Coyote.*)

Coyote bullied the Boys. (*Echo: Coyote bullied the Boys.*)

The Boys bullied the Girls. (*Echo: The Boys bullied the Girls*)

It’s the chain of pain. Lion and Tiger bullied Co-yo-oh-tee.

Coyote bullied the Boys, and the Boys bullied the Girl-irl-irl-irl-irls.

2nd Verse:

It’s not okay. (*Echo: It’s not okay.*)

Not at night. Not at day. (*Echo: Not a night. Not at day.*)

To be a bully. (*Echo: To be a bully.*)

You’ll be lonely. You’ll be sorry. (*Echo: You’ll be lonely. You’ll be sorry.*)

It’s not okay. Not at night. Not at day-ay-ay.

To be a bully. You’ll be lonely. You’ll be sor-are-are-are-ry.

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[Listen to Verse 2 on YouTube at <http://www.youtube.com/watch?v=v0o6qdJtN30>]

Tiger said, “Oh, I get it. Some big animals bullied Lion. Lion came to our forest and bullied a bunch of us. I was afraid of Lion until I figured out a plan. I decided I would help him be a bully in exchange for him not bullying me. I ignored my conscience and helped Lion bully a bunch of you smaller animals.”

Coyote said, “Then I got caught up in the Bully Chain of Pain and became a bully for one day.”

Robbie Rabbit said, “Rusty Rabbit, Peter Porcupine, and I got caught up in that Bully Chain of Pain too and bullied some girls.”

Polly Porcupine said, “Thankfully, that meeting put a stop to that Bully Chain of Pain. Now, nobody bullies anybody.”

Eagle said, “Thank goodness for that!”

We all nodded.

Then Tiger asked, “So, is Lion friendly now?”

Super Spy Squirrel said, “Yes, he is. He told me to tell everybody how sorry he is.”

Tiger asked, “So, does Lion plan to stay in that forest or come back here?”

Super Spy Squirrel said, “Lion decided to stay where he is now as he started making friends. Also, there’s a pretty Lioness who lives there who he really likes.”

Tiger asked, “Does she like him?”

Super Spy Squirrel said, “She’s thinking about it. First, she wants to see if he really has reformed from being a bully forever or if he gradually drifts back into it.”

Tiger said, “Well, I’m relieved to hear that Lion has decided to not be a bully any longer. Thank you, Super Spy Squirrel, for going on your spy mission.”

Super Spy Squirrel said, “You’re welcome, Tiger.”

Doug Raccoon said, “I’m glad to know that Lion feels motivated to change his ways.”

Ruby Raccoon said, “I just love a happy ending!”

Ben Bear laughed and said, “Three cheers to a happy ending.”

All of us animals cheered, “Hip-hip, Hooray! Hip-hip, Hooray! Hip-hip, Hooray!”

Discussion Questions:

1. Teacher Says or Asks: What did Tiger hope to find out about Lion?

Students Respond:

- a. Tiger wanted to know if Lion had learned his lesson and is now sorry that he refused to give up being a bully.
- b. Tiger wanted to find out whether or not Lion was still a bully.

2. Teacher Says or Asks: Who was sent on the spy mission to discover the answers about Lion? Why was this particular animal the best choice for the job?

Students Respond:

- a. Super Spy Squirrel was sent to spy out what happened to Lion.
- b. Super Spy Squirrel was already a great detective. He was great at spying out things because he was small, could climb trees, and could easily hide from other animals.

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3. Teacher Says or Asks: Explain what happened to Lion during the time period that he was tied up in that other forest.

Students Respond:

- a. The animals of the other forest kept him tied up for several days so that he couldn't harm anybody while he was still angry and determined to be a bully.*
- b. The animals gave him food and talked kindly to him.*
- c. When Lion calmed down, they agreed to listen as long as he talked calmly and politely. If he got rude, they quietly got up and walked away.*
- d. Lion finally agreed to NOT be a bully any longer, so the animals let him go free.*

4. Teacher Says or Asks: What made Lion decide to be a bully in the first place?

Students Respond:

- a. Lion was bullied when he was a cub.*
- b. He ran away to a new forest.*
- c. He was determined to never be bullied again.*
- d. He figured out that if he became the worst bully anybody had ever seen, everybody would be too scared to bully him.*

5. Teacher Says or Asks: Why did Lion decide to remain in the new forest?

Students Respond:

- a. Lion started making some friends.*
- b. Lion probably was too embarrassed to return to the forest where he had been such a mean bully.*
- c. Lion had a crush on a pretty Lioness and wanted to stay near where she lived in hopes she would like him too.*