

# 101

# BULLY PREVENTION

## Activities

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# Table of Contents

**INTRODUCTION** ..... I

---

**HOW TO USE THIS BOOK** ..... II

---

**LEADER'S ACTIVITY** ..... V

---

## Unit 1 ... **THE BULLY**

---

Write It! .....	1
Go to the Net .....	2
Flip It! .....	3
You're in Control .....	4
Art .....	5
Graphic Organizer .....	6
Game .....	7
Survey/Graph .....	8
Word Talks/Word Splashes .....	9
Worth Repeating .....	10

## Unit 2 ... **THE BYSTANDER**

---

Write It! .....	11
Go to the Net .....	12
Flip It! .....	13
You're in Control .....	14
Art .....	15
Graphic Organizer .....	16
Game .....	17
Survey/Graph .....	18
Word Talks/Word Splashes .....	19
Worth Repeating .....	20

### Unit 3 ... **THE VICTIM**

---

Write It! .....	21
Go to the Net .....	22
Flip It! .....	23
You're in Control .....	24
Art .....	25
Graphic Organizer .....	26
Game .....	27
Survey/Graph .....	28
Word Talks/Word Splashes .....	29
Worth Repeating .....	30

### Unit 4... **HAZING**

---

Write It! .....	31
Go to the Net .....	32
Flip It! .....	33
You're in Control .....	34
Art .....	35
Graphic Organizer .....	36
Game .....	37
Survey/Graph .....	38
Word Talks/Word Splashes .....	39
Worth Repeating .....	40

### Unit 5... **CYBERBULLIES**

---

Write It! .....	41
Go to the Net .....	42
Flip It! .....	43
You're in Control .....	44
Art .....	45
Graphic Organizer .....	46
Game .....	47
Survey/Graph .....	48
Word Talks/Word Splashes .....	49
Worth Repeating .....	50

## Unit 6... **Gossip**

---

Write It! .....	51
Go to the Net .....	52
Flip It! .....	53
You're in Control .....	54
Art .....	55
Graphic Organizer .....	56
Game .....	57
Survey/Graph .....	58
Word Talks/Word Splashes .....	59
Worth Repeating .....	60

## Unit 7... **EMOTIONAL BULLYING**

---

Write It! .....	61
Go to the Net .....	62
Flip It! .....	63
You're in Control .....	64
Art .....	65
Graphic Organizer .....	66
Game .....	67
Survey/Graph .....	68
Word Talks/Word Splashes .....	69
Worth Repeating .....	70

## Unit 8... **PHYSICAL BULLYING**

---

Write It! .....	71
Go to the Net .....	72
Flip It! .....	73
You're in Control .....	74
Art .....	75
Graphic Organizer .....	76
Game .....	77
Survey/Graph .....	78
Word Talks/Word Splashes .....	79
Worth Repeating .....	80

## Unit 9... **VERBAL BULLYING**

---

Write It! .....	81
Go to the Net .....	82
Flip It! .....	83
You're in Control .....	84
Art .....	85
Graphic Organizer .....	86
Game .....	87
Survey/Graph .....	88
Word Talks/Word Splashes .....	89
Worth Repeating .....	90

## Unit 10... **CULTIVATING A BULLY-FREE CLASSROOM AND SCHOOL**

---

Write It! .....	91
Go to the Net .....	92
Flip It! .....	93
You're in Control .....	94
Art .....	95
Graphic Organizer .....	96
Game .....	97
Survey/Graph .....	98
Word Talks/Word Splashes .....	99
Worth Repeating .....	100

# INTRODUCTION

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Once considered a rite of passage, our perceptions of bullying are changing. Over the past decade we've learned about the enormous impact bullying has, not only on victims, but bullies and bystanders, as well. Consider the following statistics:

- An estimated 160,000 students miss school every day due to fear of attack or intimidation by other students (National Education Association)
- Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning. (National Education Association1. (2003). National bullying awareness campaign)
- There appears to be a strong relationship between bullying other students and experiencing later legal and criminal problems as an adult. In one study, 60% of those characterized as bullies in grades 6-9 had at least one criminal conviction by age 24. (Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell, ERIC Document Reproduction Service No [16] )
- The National Threat Assessment Center found that the attackers in more than two thirds of 37 mass school shootings felt "persecuted, bullied, threatened, attacked, or injured by others," and that revenge was an underlying motive. (United States Secret Service, Educational Resources Information Center. *Safe school initiative: an interim report on the prevention of targeted violence in schools*. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, Educational Resources Information Center, 2000.)
- Recent survey data show that American children eight to 15 years of age rate bullying as a greater problem than racism or pressure to have sex or use alcohol and other drugs. (Kaiser Family Foundation, Children Now. *Talking with kids about tough issues*.)

While teachers, administrators, parents and school staff must address this problem, the fact is that students themselves can make the greatest impact. This unique book presents a broad array of opportunities for students to take an in-depth look at the problem of bullying. Not only will they learn about the roles of bullies, targets and bystanders, they will also examine various forms of bullying including: verbal, physical and emotional bullying, as well as hazing, gossip, and cyberbullying. Through engaging writing exercises, games, role plays, art projects, surveys, and other engaging activities, students will be inspired and empowered to take action to create a bully-free school and community.

# HOW TO USE THIS BOOK

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Every chapter in this book features each of the following exercises. Below are descriptions of each type of activity found in the book along with tips for facilitating it.

## **Write It**

These exercises are designed to explore students' initial understanding of the concepts covered in each chapter. After students are given an opportunity to respond to the questions in writing, run a group discussion to review their answers. Use this discussion time to uncover any major gaps in student understandings and provide hints, suggestions, or follow-up questions that will enable students to recognize and correct their own errors.

## **Go To The Net**

In these exercises, students will go online to specific websites in order to learn more about the topic. In most cases, they will then complete a specific task, then participate in group discussion to process and review what was learned.

## **Flip It**

In these exercises, students will read a scenario and then write a way to change the outcome by implementing key lessons taught in the particular chapter. After students have time to write their answers, discuss them as a group. Highlight responses that would be particularly effective. Be sure to point out when responses may escalate a situation or just make the bullying worse. Also use this opportunity to encourage students to be creative when facing such challenges.

## **You're In Control**

Similar to the Flip It exercises, these activities call for students to respond to a particular scenario. However, the difference with this activity is that they are challenged to imagine the outcome of the story, rather than changing it. After students have time to reflect and write their answers down, discuss them as a group. Emphasize the fact that they have the power to influence the outcomes in these types of situations.

## **Art**

In these exercises, students will create posters, t-shirts, pamphlets, and other material to illustrate the key lessons from each unit. In some cases, their creations are intended to educate the entire student body. As students create their projects, be as supportive as possible. Keep in mind that it is not their artistic ability that matters, but that they truly grasp the content you are trying to teach them.

Note: These activities will require additional materials, so be sure to review each lesson and procure the necessary materials in advance.



## **Graphic Organizer**

These exercises give students the opportunity to visually map out and organize the content covered in each chapter. Every activity includes a chart that students will complete. Use these activities to help students to clearly define terms taught and to distinguish the differences between specific behaviors and concepts. Be sure to always wrap up the exercise with a group discussion to ensure that everyone has an accurate understanding of the content.

## **Game**

These activities are intended to provide a fun and engaging way to review the concepts and practice the skills covered in each unit. Each game is different and in some cases you may need additional materials, such as index cards or dice.

## **Survey/Graph**

In these exercises, students will gain insight on the prevalence and perspectives on a variety of bullying topics. They will either go online to find results from past surveys, survey their peers using questions provided in their handouts, or complete surveys themselves. After collecting and compiling their data, they will then create graphs or charts to illustrate their findings.

## **Word Talk/Word Splash**

These activities help students to examine various concepts relating to bullying. Students are split up into pairs and are given a list of 12 words relating to the unit. After reviewing the list with their partner, they are expected to match them up to each other and write a sentence for each pair using the two words within the context of unit being studied. Once everyone has come up with their sentences, have each pair read them to the rest of the group. Discuss the common themes that arise and what lessons that may be drawn from the exercise.

## **Worth Repeating**

For this exercise, students are provided with a collection of quotations that reveal different insights and perspectives relating to each unit. Students are asked to select the one that speaks to them the most and then explain in writing why they relate to the quotation they chose. After they've had time to reflect and write, initiate a group discussion about each quote and what it means.

## **Additional Tips**

- Many of these activities involve group discussions. These discussions are intended to be candid and thought-provoking. Keep in mind that students will be more likely to participate if they know they will not be judged by their answers. In order to hold an honest dialogue and to promote self-reflection on the issues at hand, students will need to feel that they can safely share their opinions and ideas. Of course, you will always want to guide them towards positive behaviors, be sure to do so in a nuanced and gentle way.
- Before running any of these activities, let students know that they can say whatever they want, as long as it isn't disrespectful. Ask students to come up with a list of ground rules to follow, such as not interrupting each other, tolerating different opinions, and avoiding personal attacks.
- A number of the exercises also involve online research. As websites continuously change, it is strongly recommended that you check the sites listed here and all other lessons to ensure that they are still working and have appropriate content for your classroom.

## LEADER'S ACTIVITY

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Before running these activities with your students, it may be helpful for you to get some background information on the unique issues pertaining to the focus of each unit. The following websites offer information and insight on the various bullying topics covered in this book.

### **Bullies**

*Bullying Prevention: An Overview of Bullying*

<http://www.colorado.edu/cspv/publications/factsheets/safeschools/FS-SC07.html>

*Children Who Bully*

[http://www.stopbullyingnow.hrsa.gov/HHS\\_PSA/pdfs/SBN\\_Tip\\_1.pdf](http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_1.pdf)

*Bullying in Schools*

<http://www.bullyonline.org/schoolbully/school.htm>

*Preventing Bullying And Harassment: A Learning Resource for Teachers and Students*

<http://www.geocities.com/EnchantedForest/Cottage/5207/antiviolence.html>

### **Bystanders**

*Bystanders: Turning Onlookers into Bully-Prevention Agents*

<http://www.interventioncentral.org/htmdocs/interventions/bully/bystander.php>

*An Interview With Dr. Susan Limber of the Stop Bullying Now! Campaign*

<http://www.guidancechannel.com/default.aspx?M=a&index=1744&cat=50>

*Bystanders Can Stop Bullying*

<http://www.ncpc.org/parents/bystanders.php>

*The Bullying Circle: Students' Modes of Reaction/Roles In An Acute Bullying Situation*

<http://www.psychologymatters.org/images/bullycircle.pdf>

## **Targets**

*Providing Support to Children Who Are Bullied: Tips for School Personnel and Other Adults*  
[http://stopbullyingnow.hrsa.gov/HHS\\_PSA/pdfs/SBN\\_Tip\\_18.pdf](http://stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_18.pdf)

*Jared's Story*  
<http://www.jaredstory.com>

*Bullying and Harassment*  
<http://www.ncvc.org/tvp/main.aspx?dbName=Bullying>

*Victims: Preventing Students from Becoming 'Bully-Targets'*  
<http://www.jimwrightonline.com/pdfdocs/bully/victim.pdf>

## **Hazing**

*Stop Hazing.org*  
<http://www.stophazing.org>

*Hazing Prevention*  
<http://www.violencepreventionweek.org/index.html?menu=resources&l=13>

*Initiation Rites in American High Schools: A National Survey*  
<http://www.alfred.edu/hs%5Fhazing/>

*Strengthening the Bonds: A Positive Fraternity Pledge Program for the 21st Century*  
<http://www.menstuff.org/issues/byissue/hazing.html>

## **Cyberbullying**

*Cyberbullying.us*  
<http://www.cyberbullying.us/resources.php>

*Character, Bullying and the Cyberworld*  
[http://www.mindoh.com/docs/MB\\_Cyberbullying.pdf](http://www.mindoh.com/docs/MB_Cyberbullying.pdf)

*Demystifying and De-escalating Cyberbullying*  
<http://www.nyssca.org/CYBERBULLYING-pp-BT28th.ppt>

*Cyberbullying: Challenges and Solutions*  
<http://www.guidancechannel.com/default.aspx?M=a&index=1974&cat=50>

## **Gossip**

*Rumours and Gossip: Social Weapons and Psychological Warfare*  
<http://teenadvice.about.com/library/weekly/aa101600b.htm>

*Whispers as Weapons*  
<http://www.apa.org/monitor/apr06/whispers.html>

*When Whispers Become Weapons: Gossip Among Children*  
[http://www.gearingup.com/html/SpeakingAndMedia.htm?article\\_id=107](http://www.gearingup.com/html/SpeakingAndMedia.htm?article_id=107)

*Gossip and Rumors: Did you hear?*  
<http://pbskids.org/itsmylife/friends/rumors/index.html>

## **Emotional Bullying**

*Relational Aggression: Helping the Young Victims of Emotional Bullying*  
<http://childrentoday.com/resources/articles/emotionalbullying.htm>

*The Ophelia Project*  
<http://www.opheliaproject.org/main/index.htm>

*I'm Rubber and You're Glue: Handling Emotional Bullies*  
[http://www.pioneerthinking.com/ej\\_rubber.html](http://www.pioneerthinking.com/ej_rubber.html)

*Relational Aggression: Research and Theory*  
<http://www.relationalaggression.com/research.html>

## **Physical Bullying**

*Youth Violence: Beginning with Bullying*  
<http://www.oznet.ksu.edu/library/famlf2/mf2412.pdf>

*Violence and bullying*  
<http://www.ama-assn.org/ama/pub/category/2285.html>

*Aggression in Adolescents*  
<http://www.guidancechannel.com/default.aspx?M=a&index=1479&cat=17>

*School Safety and Crisis Resources*  
[http://www.nasponline.org/resources/crisis\\_safety/index.aspx](http://www.nasponline.org/resources/crisis_safety/index.aspx)

## **Verbal Bullying**

*From Teasing to Torment: School Climate in America*

**[http://www.cde.state.co.us/ssw/pdf/SSWConf2005\\_GLSEN\\_Teasing\\_to\\_Torment.pdf](http://www.cde.state.co.us/ssw/pdf/SSWConf2005_GLSEN_Teasing_to_Torment.pdf)**

*How Children Can Cope With Teasing*

**<http://www.elmhurst.k12.il.us/schools/lincoln/hot%20topics/teasing.html>**

*Bullies: More Than Stick, Stones, and Name Calling*

**<http://www.aboutourkids.org/aboutour/articles/bullies.html>**

*Teasing Vs. Taunting*

**[http://www.comalisd.org/school/asis/\\_private/TEASING%20VS%20TAUNTING.pdf](http://www.comalisd.org/school/asis/_private/TEASING%20VS%20TAUNTING.pdf)**

## **Cultivating Bully-Free Classrooms and Communities**

*National Youth Violence Prevention Campaign*

**<http://www.ViolencePreventionWeek.org>**

*National SAVE*

**<http://www.nationalsave.org>**

*Bullying Behavior: Mobilizing the Silent Majority*

**<http://www.guidancechannel.com/default.aspx?M=a&index=1742&cat=50>**

*Best Practices In Bullying Prevention and Intervention*

**[http://stopbullyingnow.hrsa.gov/HHS\\_PSA/pdfs/SBN\\_Tip\\_23.pdf](http://stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_23.pdf)**

Write It!

1. What does bullying mean to you?

---

---

2. Why do some kids bully?

---

---

3. Have you ever bullied someone? What happened? How do you think the person you bullied felt?

---

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4. Do kids like bullies? Why or why not?

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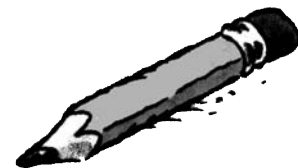
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5. List three reasons why bullying ISN'T COOL!

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## WHAT IS A BULLY?

These sites are loaded with information that will help you learn more about exactly what a bully is and what the signs are that someone is being bullied. Visit each site and come up with a definition for a bully and a list of five ways people bully.

<http://www.bullying.org>

<http://www.colorado.edu/cspv/publications/factsheets/safeschools/FS-SC07.html>

[http://www.stopbullyingnow.hrsa.gov/HHS\\_PSA/pdfs/SBN\\_Tip\\_1.pdf](http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_1.pdf)





# Flip It!

Your friends are trying to make plans for the weekend and you really want everyone to go a big party. But Sarah is trying to talk everyone into going to the opening of a new movie. To get your way, you secretly tell everyone that Sarah always likes really stupid movies and this one will probably be really bad. While everyone still seems undecided, you push them even further and say that her mom, who would drive everyone there, is really annoying.



## FLIP IT...

**Come up with a way to get everyone to the party  
without picking on Sarah behind her back.**



# You're In Control

Your family moves and you're really nervous about making friends with kids at your new school. There's one group of kids that seem to run the school — they are all really popular and everyone wants to hang out with them. Jerry, the undisputed leader of the group, keeps picking on Brian everyday in gym class. One day, Jerry tells you to help him hide Brian's sneakers so he won't be able to play soccer in gym class. You want to fit in and are afraid that if you say no to Tommy, he will start bullying you too.

## YOU'RE IN CONTROL --

How do you avoid being  
bullied without becoming  
a bully yourself?





Work with the rest of your class to send out the message that bullying isn't cool. Create a bulletin board or a poster with the following words on the top of the paper in giant letters...

## "WHAT NOT TO BE!"

Then take turns and come up with words that relate to bullies and bullying. This will help everyone to remember that bullying isn't acceptable in your classroom. You may even want to make copies and hang them up in your cafeteria, the hallways and throughout your whole school!



# Graphic Organizer

As a group, brainstorm and come up with a list of ways that students bully each other. Try to come up with as many examples as possible and list them on the board. Then group them together by putting them into the right category in the “Graphic Organizer” below. Once done, go over your organizers as a group and work together to come up with definitions for each type of bullying.

<b>BULLYING - WHAT IS IT?</b>	
<b>Cyberbullying</b>	<b>Emotional</b>
<b>Verbal</b>	<b>Hazing</b>
<b>Physical</b>	<b>Gossiping</b>

# Game

There are a number of reasons why we bully each other — and some of them are listed below.

PEOPLE BULLY BECAUSE OTHER PEOPLE DO IT.

PEOPLE BULLY BECAUSE IT MAKES THEM FEEL SMARTER, STRONGER AND/OR BETTER THAN THE PERSON BEING BULLIED.

PEOPLE BULLY BECAUSE THEY WANT TO BE ACCEPTED BY A CERTAIN GROUP.

PEOPLE BULLY BECAUSE IT KEEPS THEM FROM BEING BULLIED.

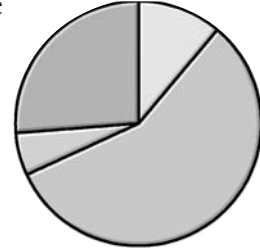
On small scraps of paper, write down each reason on different piece of paper — writing each reason down twice, then put all eight scraps of paper into a hat. Break up into eight teams. Each team pulls a reason out of the hat and comes up with a role play to act it out. Then everyone comes back together again and each team acts out their reason. The first team to guess the reason acted out gets 5 points. Once all the teams act out their role plays, teams play the lightning round during which they come up with reasons NOT to bully. For each reason not to bully, teams get 10 points. The team with the most points wins.



Survey

Graph

What does bullying look like in your school? To gain a better perspective on this problem, complete the survey below anonymously and give it to your teacher. Once everyone's completed survey is turned in, your teacher will tally the results and share them with you. Then you will break up into four groups, with each one creating a graph or a chart to illustrate the results of one of the questions. Once completed, come together as a group and share what your groups created. Discuss each of the questions and debate whether other kids in your school would agree with the results from the survey.



### QUESTIONS

**How many kids in your school do you think bully other kids at one point or another?**

- 100%
- 75 – 99%
- 50 – 74%
- 25 – 49%
- Under 25%

**What do you think is the most common form of bullying in your school?**

- Verbal Bullying
- Emotional Bullying
- Physical Bullying
- Cyberbullying

**Why do you think is the main reason why kids bully each other?**

- For power
- For recreation
- For revenge
- To fit in

**Who do you think bullies more often?**

- Boys
- Girls
- It depends on which kind of bullying you are talking about.

Word Talk Word Splash

This activity will help you to examine concepts relating to bullies. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair that explains how the two words relate to each other within the context of bullying

ISOLATION  
CLIMATE  
CHOICES  
FEAR

CHANGE  
THREATEN  
INSECURE  
GROUP

STRENGTH  
POWER  
RESPECT  
AGGRESSION

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

# Worth Repeating

There's no question that words have power. We can use them to cut people down and to build people up. We use them to divide people and to bring them together. The right words can also offer great insights. Below you will find a collection of quotations that reveal the motivations behind bullying and the strategies they use. Select one and then use the space below to explain what it means to you. As a group, review each quotation and share your interpretations.

**Courage is fire and bullying is smoke.**  
Benjamin Disraeli

**Violence is the last refuge of the incompetent.**  
Isaac Asimov

**Any excuse will serve a tyrant.**  
Aesop

**Many oppressors are also oppressed.**  
Jane Meyerding

**Fear, either as a principle or a motive, is the beginning of all evil.**  
Anna Jameson

**The most potent weapon in the hands of the oppressor is the mind of the oppressed.**  
Steven Biko



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Write It!

1. What is a bystander?

---

---

2. Do you think bystanders can be neutral when they see other kids being bullied?

---

---

3. How do you feel when you see other people bullied? What do you usually do?

---

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4. Describe a time when you saw a bystander stop a bully. What happened? What do you think other students felt about the bystander taking a stand?

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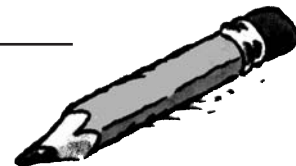
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5. What are three things bystanders can do to stop bullying in their school?

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# Go To The Net

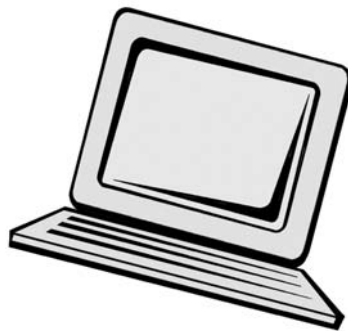
## STAND UP TO THE BULLY?

It can be very frightening to stand up and speak out about the treatment of someone — especially when the rest of the crowd seems to be going along with it. But remember, you're a leader, not a follower. Change can begin with you! Here are some cool websites that offer tips on how to help people who are being bullied.

<http://www.stopbullyingnow.com/letter%20to%20middle%20school%20students.pdf>

<http://www.redcross.ca/article.asp?id=009246&tid=030>

<http://www.ncpc.org/parents/bystanders.php>



Flip It!

There a kid named Elliott in your first period class who is what everyone would define as goofy. You think even he would say he's goofy. He wears odd clothes, talks about abstract ideas, and reads books that no one else would ever find interesting — he just never seems to fit in. He's become the joke of the class. One day you walk into the classroom and see that someone drew a really mean picture of him and everyone is passing it around the class. Everyone is laughing — including you. He walks in, sees the note and everyone laughing, then runs out of the classroom.



**FLIP IT...**  
How can you help Elliott  
rather than hurt him?



# You're In Control

As you approach the gym you hear loud noises coming from inside. As you get closer you realize that there are a group of older students standing just inside the door of the gym lining both sides. As younger students walk through they chide them with remarks about their appearance, about their size and about their ethnicity.

## YOU'RE IN CONTROL ...

What do you do next?





Wheaties always seems to have the latest and greatest hero appear on the outside of their cereal boxes. A college team can even have their quarterback or new head coach on a box to sell to raise money for the school team. Why not create your own school's superhero that has the power to...

## STOP BULLYING IN A SINGLE BOUND!

Come up with a great name for your hero and draw a picture of what he or she would look like. Then, as a group vote on the superhero that should be put on your class' cereal box and displayed in you classroom for the rest of the year. On the side of the box include "ingredients" — characteristics that make this hero be able to stand up to a bully.



Graphic

Organizer

Sometimes it seems as if it's impossible to stop a bully — but that's not true! As a group, come up with a list of the ways either you or people you know stopped a bully. During your discussion you'll hear of some ways that people tried to stop bullies that just caused more trouble. Review each strategy and then use the following chart to list the Dos and Don'ts for Stopping Bullies

TO STOP A BULLY ...	
Do	Don't

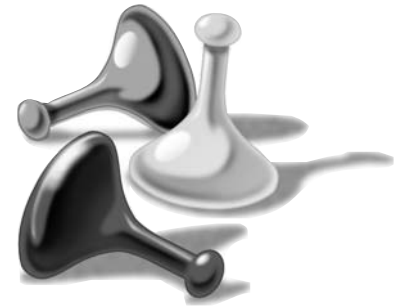
# Game

Sometimes it's just too dangerous to stand up to a bully. In these cases, the best move is to talk to an adult. You may worry about being a tattletale, but when someone may hurt themselves or someone else, going to an adult is stepping up — not tattling. You are helping people who are in real danger.

In this game everyone will stand in a line in the middle of the room. Divide the room into two sides. One side will be deemed the stepping up side and the other will be the tattling side. Your teacher will read off the scenarios below. After each one, you will move to one side of the room or the other — depending on whether you believe telling an adult about what is going on in the scenario is tattling or telling. If there is a significant split on a particular scenario, debate why. Once you've finished all the scenarios, come up with a definition for stepping up and put in on a poster that hangs somewhere in your classroom.

## SCENARIOS

1. Someone cuts in front of you on the lunch line.
2. A younger student is being pushed around by older boys.
3. Girls are writing nasty rumors about another girl on the walls in the bathroom.
4. A student is upset because he or she didn't get the lead in the school play and feels slighted.
5. A special education student is being called names and is being pushed off to the side in gym class while the teacher is working with another group.
6. A girl's locker has notes with racist comments placed in it everyday by a group of kids who don't like her because of her ethnic background.
7. A group of kids keep sending explicit text messages to a girl in your history class. You talk to them about it and they warn you not to say anything.
8. A student's notebook disappears and he's convinced that someone must have stolen it.



Survey

Graph

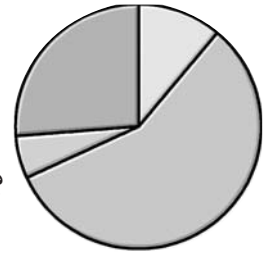
Bystanders have the power to stop bullying, but often times they don't realize that they can make a difference. How do students in your school perceive their ability to prevent bullying? Take a survey to find out! Create surveys based on the questions below, then find five different students to complete your surveys. Since some of the questions are sensitive, it's okay to let students fill them out anonymously.

Once the surveying is complete, compile the data and discuss: students' opinions standing up against bullies; the reasons why bystanders don't help victims; perceptions about getting adults involved; and whether or not students think that they can make a difference.

### QUESTIONS

**Would you take action if you saw another student being bullied?**

Yes       No



**Why or why not?** \_\_\_\_\_

**What do you think is the most common reason why bystanders don't help victims of bullying?**

- They don't want to become a target of the bully, as well.
- They want to fit in with the rest of the crowd who seems to be going along with it.
- They believe that it's none of their business.
- They assume that the target probably deserves it.

**Telling an adult that someone was threatened by a bully is...**

- Snitching
- Responsible
- None of my business

**Do you think telling an adult that someone was being bullied will make a difference in the situation?**

Yes       No

**Do you think kids would still be bullies if other students made it clear that it isn't acceptable?**

Yes       No



Word Talk Word Splash

This activity will help you to examine concepts relating to bystanders. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of bystanders.

PRESSURE  
SILENT  
APATHY  
SECRET

APATHETIC  
RESPONSIBILITY  
TATTLETALE  
COURAGE

CONFRONT  
VICTIM  
GROUP  
EMPATHY

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_

Worth

Repeating

Below you will find a collection of quotations that reveal different perspectives on the role and power of bystanders. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote and what each one may mean.



**If the society today allows wrongs to go unchallenged, the impression is created that those wrongs have the approval of the majority.**

**Barbara Jordan**

**“They first came for the Communists and I didn't speak up — because I wasn't a Communist. Then they came for the Jews and I didn't speak up — because I wasn't a Jew. Then they came for the trade unionists and I didn't speak up — because I wasn't a trade unionist. Then they came for the Catholics and I didn't speak up — because I was a Protestant. Then they came for me — and by that time no one was left to speak up.**

**Pastor Martin Niemoeller**

**Right is right, even if everyone is against it, and wrong is wrong, even if everyone is for it.**

**William Penn**

**When an idea reaches critical mass there is no stopping the shift its presence will induce.**

**Marianne Williamson**

**Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.**

**Paulo Freire**

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Write It!

1. How does it feel to be bullied?

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2. Describe a time you were a victim of bullying. What happened?  
How did you respond?

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3. Whose fault is it when someone is bullied?

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4. It's normal to get angry if you are being bullied. Why should you avoid bullying back?

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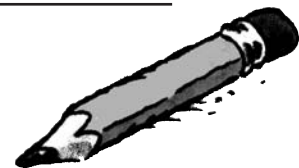
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5. List three things you can do to stop being bullied.

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# Go To The Net

Being the victim of bullying can make you feel like you've lost control. However, you DO HAVE CHOICES in how you respond to it. Check out the following websites to find safe and smart ways to handle bullying and then create a list of choices using the space provided below.

- [http://kidshealth.org/teen/your\\_mind/problems/bullies.html](http://kidshealth.org/teen/your_mind/problems/bullies.html)
- <http://www.safeyouth.org/scripts/teens/bullying.asp#what>
- <http://www.tolerance.org/teach/activities/activity.jsp?ar=770>

If I'm bullied, I can...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Flip It!

Every day on the school bus, Dan makes racist comments to Carlos. For months, Carlos ignores Dan. He wants to talk to his mom about it, but doesn't want to upset her. He keeps it to himself and just gets angrier as time goes by. One morning, as he's getting off the bus at school Dan mutters something as Carlos walks by and Carlos snaps. He tackles Dan and the two of them get into an all-out brawl. Both of them wind up suspended from school, even though Carlos argues that Dan started it.



## FLIP IT...

How can Carlos get Dan to stop bullying him  
without getting himself into trouble?



You're In Control

Right before an exam in your chemistry class, Marissa, who never shows up for class, tells you she wants a copy of your test. You tell her “No!” and she promises you that you’ll regret it. Later that night, your friend calls to tell you that a rumor was going around that said that you stole the answers to the test. The next morning your teacher tells you that he wants to talk to you after class. At the end of the period, Marissa walks by, smirks, and says, “I warned you...”

YOU'RE  
IN CONTROL --  
What do you do?





Have everyone in your class draw a picture of themselves and then cut them out. Then glue the pictures of everyone on to a large poster board. As you place everyone onto the board, make sure that you leave room around the border. Then write on the top...

## By STICKING TOGETHER BULLIES DON'T STAND A CHANCE!

Around the border, write ways that students can make connections, such as joining clubs, eating lunch together, etc. Finally, discuss how kids are less likely to be the targets of bullies if they stay in a group.



Graphic

Organizer

Being bullied can be really scary, but there is help out there. You don't have to go through it by yourself. One of the most important steps you can take is to reach out for help. Discuss who students can go to if they are dealing with a bully. List all the different kinds of people who can help below.

<b>i AM NOT ALONE</b>
<p><b>If I'm being bullied I can always talk to:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



# Game

For this game, you will need a set of plastic eggs, like those you would have for an Easter egg hunt. Have someone copy each of the scenarios listed below onto individual sheets of paper and put a single scenario into each egg. Then have another person hide the eggs around the room. Once hidden, the rest of the group will search to find the eggs. Those who find the eggs will then find a partner and act out their scenarios, one by one. After each role play the rest of the group will have to agree upon a safe way the victim can respond to the bully. As different ways are suggested, write them on the board.

## SCENARIOS

Christine and Maria's parents have been good friends since they were little, but they never really got along. Once they get older, Christine and Maria aren't on speaking terms. One day, Maria walks into the girl's room and overhears Christine telling a bunch of other girls embarrassing stories about her from when she was little. What should Maria do?

Larry is walking down the hallway as Derek is pulling his books out of his locker. Larry slams Derek into his locker. When Derek turns around, he sees Larry and his friends laughing. What should Derek do?

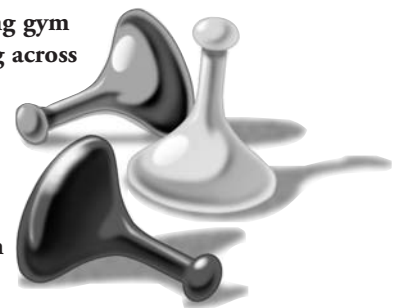
Every time Brittany, a senior, sees a freshman named Shania, she makes her sing a line from Shania Twain song. Shania has to walk past Brittany's house on her way home everyday and dreads that she's going to run into her. What can Shania do?

Elliot hates his history class. Actually, he doesn't really hate the class itself, just his teacher. Mr. Johansen keeps making fun of him when he answers a question wrong. Other kids in the class tell him they can't believe Mr. Johansen can be such a jerk, but they don't know how they can make him stop. What can Elliot do?

Gina is planning on having a party on Friday night while her parents are away. David, her twin brother, hears that practically the whole school knows about it and is worried it's going to get out of hand. He tells Gina that she should cancel the party otherwise he's going to tell his parents. Gina tells him that she's going to do what she wants and if he says anything to Mom and Dad, she will tell his girlfriend he's cheating on her — even though he's not. What should David do?

Jenny isn't the most graceful girl in the world — but she knows it. During gym class, she trips as she's running down the basketball court and goes flying across the floor. Corinne starts laughing at her and looks over to a bunch of other kids and says, "She's such a clutz...what a loser!" Corinne then starts to imitate Jenny. What should Jenny do?

Marcus is on the football team but also just made it into the school play. Jared, another football player, gets a bunch of the other guys on the team to make fun of him for being in a musical. What should Marcus do?



Survey

Graph

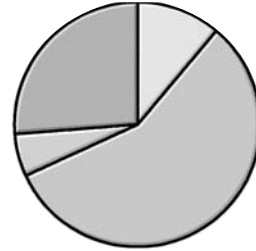
While you may feel alone when you are being bullied, the truth is that most everyone goes through it at one time or another. To find out how often students are the targets of bullies in your school, take a survey. Create surveys based on the questions below, then find five different students to complete your surveys. Since some of the questions are sensitive, it's okay to let students fill them out anonymously.

Once the surveying is complete, compile the data and discuss: how frequently students are bullied; how they are bullied; if it impacts school participation; and how often students reach out for help.

## QUESTIONS

### How often have you been bullied?

- More than once a week
- Once a week
- Once a month
- Once a year
- Less than once a year
- Never



### How were you bullied?

- Verbally
- Physically
- Other (please explain) \_\_\_\_\_

### Have you ever skipped a class or an afterschool activity because of bullying?

- Yes
- No

### Did you tell anyone you were being bullied?

- Yes
- No

**Word Talk Word Splash**

This activity will help you to examine concepts relating to victims. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of victims of bullying.

**BLAME  
TARGET  
SAFETY  
ALONE**

**TELLING  
FEELING  
CHOICES  
HUMOR**

**AVOID  
ADULTS  
GROUPS  
SHARE**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

# Worth Repeating

Below you will find a collection of quotations that reveal different perspectives on victims and how they should respond to aggression. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote and what it means.

**Nobody is as powerful as we make them out to be.**  
Alice Walker



**Don't agonize. Organize.**  
Florynce R. Kennedy

**Always forgive your enemies. Nothing annoys them more.**  
Oscar Wilde

**Once victim, always victim — that's the law!**  
Thomas Hardy

**When I despair, I remember that all through history the way of truth and love has always won. There have been tyrants and murderers and for a time they seem invincible but in the end, they always fall — think of it, ALWAYS!**  
Mahatma Gandhi

**People who fight fire with fire usually end up with ashes.**  
Abigail Van Buren

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# Write It!

1. How would you define hazing?

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2. List three reasons why people haze others.

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3. Why do some people believe they have to submit to belong?

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4. Do you think people really respect those who haze them?

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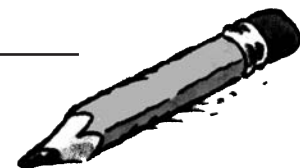
5. Read the following two statements and decide which one you agree with, then explain why.

- Enduring hazing demonstrates courage, endurance, and commitment to a group.
- Enduring hazing demonstrates insecurity and a lack of independence.

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# Go To The Net

Visit these sites, then write a brief essay on why people haze and how you can build unity within a group without hazing.

<http://www.alfred.edu/hs%5Fhazing/whydotheydoit.html>

[http://www.stophazing.org/high\\_school\\_hazing/index.htm](http://www.stophazing.org/high_school_hazing/index.htm)

<http://www.menstuff.org/issues/byissue/hazing.html#sevensteps>



# Flip It!

As a freshman, Erin joined a club and the seniors put her through a secret initiation that involved a late night walk through the woods with the other freshman. It was a little scary because it was right along a slick, steep cliff, but everyone had flashlights and shared a map. The next year, she helped plan the big initiation night for the freshmen. Another sophomore suggested that the freshmen should have to drink some shots of vodka beforehand and shouldn't be given flashlights or a map. Erin worried that this might be dangerous, but didn't say anything because everyone else was really into it. They all seemed to think it would make the night even more dramatic. On the night of the initiation, one of the freshmen, drunk and lost, fell down a steep slope and broke her leg. Her family sued the school and everyone in the club was suspended.



## FLIP IT...

How could Erin have prevented this from happening?



# You're In Control

Eric's family moves to a new town. He loves lacrosse and decides to try out for the team. He figures that it will be a good way to make some friends at his new school. He makes the team and is really charged up to go to training camp over the summer. During the bus ride on the way there, some of the older players ask him that to meet them on the field at sunrise before the first practice so they can give him an official induction to the team. When he shows up that morning, they hand him a spray can, walk him over to the coach's car and tell him to paint the team's name on the car.

**YOU'RE  
IN CONTROL ...**  
What should Eric do?





# Art

Now that you've learned that hazing isn't necessary to make people become closer, pass on the message! Work with other students in your class to create an awareness campaign throughout your school. Using what you've learned from the previous Go To The Net activity, work in small groups to create posters that list ways you can build unity without hazing. Hang the posters in the lunchroom, counseling office, locker rooms, and hallways throughout your school. Be sure to include information on how students can report hazing anonymously so that if it is already happening, it will stop.



## Graphic

## Organizer

Hazing is not only dangerous, it is also illegal in many states. Using the information on <http://www.stophazing.org/laws.html>, color in the map below to illustrate which states have laws against hazing. If your state isn't listed, write a letter to your representatives urging them to pass similar laws.



# Game

Not all initiation rites are hazing. In many cases, they involve positive activities in which groups work together to help other people. How can you tell if it's hazing or not? In most cases, it's hazing if a group requires someone to: endanger one's physical health; endure mental distress; destroy or remove property; and/or violate the law and/or school policy.



The **Call It Like You See It** game provides an opportunity to practice identifying hazing. To play, pick one student to read the scenarios featured below. As each one is read, the rest of the group acts like referees, calling each “play.”

If it's hazing, students will call “Unsportsman-like conduct” and make the following gesture:



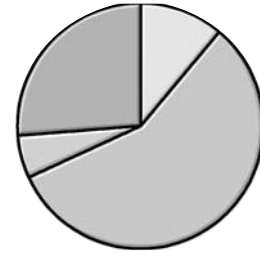
If the group doesn't agree, debate why.

If it's not hazing, it's considered a “Touchdown” and students will make the following gesture:



## SCENARIOS:

- In the beginning of the big game, lower classman must bow and get on their knees before the upperclassmen and claim them to be their gods.
- In order for the new members to take an active voting place in the club, they must perform 20 hours of community service at the local homeless shelter.
- The baseball team is about to start the new season. It is the tradition for new members to steal the rival team's mascot uniform before the season starts.
- New performers to the theatre troupe are expected to run a bake sale to raise money for the costumes and scenery.
- The night before the first hockey game of the season, rookies are paddled by veteran players.
- As pledges to the high school sorority, girls are expected to stop talking to anyone who isn't in the sorority, with the exception of teachers and family members.
- Before joining formal members of a group, a person must take a membership class on the group and its history.



In many schools, hazing occurs, but students don't really talk about it. It's often kept secret. To find out if hazing is happening in your school, take a survey! Create surveys based on the questions below, then find five different students who participate on teams or in clubs to complete them. Since some of the questions are sensitive, it's okay to let students fill them out anonymously. Once the surveying is complete, compile all the data and discuss: how students view hazing; how many have participated in the behavior; if students know what to do if they are concerned about hazing; and the reasons why students will or will not report it.

## QUESTIONS

**Check off which statement most closely matches your opinion of hazing:**

- Hazing is an effective way of creating unity within a team or a group.
- Hazing is for followers who aren't independent enough to stand up for what's right.
- Hazing is a tradition and as long as no one gets hurt, it's okay.

**Have you ever participated in a hazing ritual?**

- Yes
- No

**Have you heard about other students in this school who are involved in hazing?**

- Yes
- No

**On a scale of one to ten (one being safe and ten being extremely dangerous,) rate how dangerous you think the hazing rituals are in your school.**

1 2 3 4 5 6 7 8 9 10

**Do you know how you could anonymously report a dangerous hazing ritual?**

- Yes
- No

**If you believed that a group of students in your school are involved in hazing, would you report it?**

- Yes
- No

**Explain why or why not.** \_\_\_\_\_

\_\_\_\_\_

# Word Talk Word Splash

This activity will help you to examine concepts relating to hazing. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of hazing.

**INDEPENDENT**  
**GROUP**  
**SUBMIT**  
**BELONG**

**EGO**  
**TRUST**  
**HUMILIATE**  
**CYCLE**

**INITIATION**  
**RESPECT**  
**UNITY**  
**COURAGE**

1. \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_
4. \_\_\_\_\_  
 \_\_\_\_\_
5. \_\_\_\_\_  
 \_\_\_\_\_
6. \_\_\_\_\_  
 \_\_\_\_\_

Worth

Repeating

Below you will find a collection of quotations that reveal different insights on hazing and abuse of power. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote and what each one may mean.

**The welfare of the people, in particular, has always been the alibi of tyrants.**  
Albert Camus

**I and the people know  
What all schoolchildren learn,  
Those to whom evil is done,  
Do Evil in return.**

W.H. Auden



**Just because something is tradition doesn't make it right.**  
Anthony J. D'Angelo

**Insanity in individuals is something rare — but in groups, parties, nations and epochs, it is the rule.**  
Friedrich Nietzsche

**The opposite of bravery is not cowardice but conformity.**  
Dr. Robert Anthony

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Write It!

1. What does cyberbullying look like?

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2. List five different methods of cyberbullying.

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3. Why do you think kids choose to cyberbully, rather than bullying in person?

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4. Describe a time you witnessed cyberbullying.

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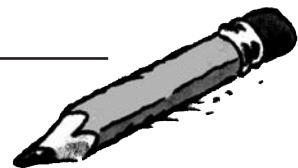
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5. List three reasons why you shouldn't cyberbully — even if you won't get caught doing it.

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# Go To The Net

If you are the victim of extreme cyberbullying, you may need to get help from an adult or maybe even someone in law enforcement. However, you will probably be asked for evidence. The following three sites will tell you what to do if you are cyberbullied and how you can capture the evidence.

<http://www.unicel.com/standup/pdf/StandUpGuide.pdf>

[http://www.cyberbullying.ca/pdf/Cyberbullying\\_Information.pdf](http://www.cyberbullying.ca/pdf/Cyberbullying_Information.pdf)

<http://www.cyberbullying.us/MakingCyberbullyingScreenshots.pdf>

Review each site and put together a bulleted list of steps to take. Bring the list home and keep it next to your computer. You may also want to share it with your parents so they can help you, as well. Hopefully, you won't need it. But it's good to know you have this information, just in case!





# Flip It!

Jeremiah, in your fourth-period class, was totally out of line with the substitute who was in for your teacher. He kept trying to sneak out of class and then yelled at the sub, telling her she had no idea what she was doing. He wound up getting the whole class into trouble and everyone received extra assignment as a punishment for his behavior. Later that night, there were emails waiting for you from other members of the class talking about what a jerk Jeremiah was and how he should be paid back for what he did. Everyone decides to start a campaign to get back at him. Angry at having to do extra work, you join in. Together, you set up a website that lists the top ten reasons why everyone hates Jeremiah and it includes his email address so people can send him hate mail. He winds up not showing up for school for a week. Then you find out that his dad was in the hospital the day he acted out and, most likely, he was trying to leave to go see his dad. Now it seems like the whole school is against him and his dad is still really sick.



## FLIP IT...

How do you keep this from snowballing into such a bad situation?

# You're In Control

You're in your favorite chat room with your normal crowd when someone new comes in and starts to slam Anne Marie, a friend of yours who is "in the room." The mystery person is using offensive language and threatens Anne Marie. The conversation escalates and the mystery person challenges Anne Marie to a fight and threatens retaliation during school. You suddenly realize that this person is Sasha from your first period class...

**YOU'RE  
IN CONTROL --**  
What do you do?





Create a colorful pamphlet for the Do's and Don'ts of Cyberspace. You can start by getting some ideas on what to cover from:

<http://www.stopcyberbullying.org/teens/msparrysguidetonetiquette.html>.

Just be sure to include the following:

- what to say;
- what not to say;
- advice on watching your tone; and
- steps to take if you are being bullied online.

Either work on this individually or as small groups. You can make the pamphlet either by hand or on the computer. Consider creating a logo, coming up with a special catch phrase for all to remember, and using flashy graphics to add that extra visual appeal.

If possible, make copies and put them in your school library, media center, and/or counseling office.



# Graphic Organizer

There are a number of differences between traditional bullying and cyberbullying — from how it is done, who does it, and why. As a group, discuss the differences and then fill in the chart below. You may want to ask each person to share an example of when they were bullied and/or they witnessed bullying, then determine which type of bullying it is and why it would be categorized that way. This may help to clarify the distinct characteristics of cyberbullying versus traditional bullying.

Traditional Bullying	Cyberbullying

# Game

One factor that contributes to people's willingness to cyberbully is that they can often do it anonymously. With this sense of invisibility, people believe they won't get caught and, in many cases, they never see the consequences of their behavior. It is a lot easier to rationalize what we are doing when we don't have to deal with our victims face-to-face. However, it's important to recognize that character is what you do when nobody's watching.

Before you cyberbully, consider the following:

- Are you treating this person the way you would want to be treated?
- Would you still do it if everyone knew you were doing it?
- How does this type of behavior reflect on who you are as a person and is that who you really want to be?

In this game everyone will write down an example of cyberbullying on a sheet of paper, fold the paper in half and put them all into a hat. Then, place three chairs, the "hot seats," in front of the board. Above each of the chairs, write one of the following questions on the board.

- How would you feel if this happened to you?
- What would someone say if he or she knew you did it?
- What word would be used to describe someone who acts this way?

Delegate one person to serve as "the narrator" — the person who will read each of the scenarios. Then break the rest of the group into teams of three people who will take turns sitting in the hot seats as each scenario is read. Each player needs to answer the question above his or her seat. Write down each player's answer under the question.

Once all the scenarios have been read, review each question and talk about the fact that there are consequences to cyberbullying — even when you don't get caught!





Creating visual aids can really help to capture people's attention and quickly communicate facts in a clear way. In this activity, you will create informative posters to increase awareness and educate fellow students about cyberbullying.

First, check out the following page on the Stop Bullying Now! Website:

**<http://www.stopbullyingnow.hrsa.gov/adult/indexAdult.asp?Area=cyberbullying>**

Then break up into four different groups and assign each group to one of the following topics:

- How common is cyberbullying?
- Who are the victims and perpetrators of cyberbullying?
- Where are kids cyberbullied?
- Do children tell others if they are cyberbullied?

Each group will create posters or fliers to communicate the some or all of the statistics that answer their question. You can use graphs, pie charts or other unique ways to illustrate the statistics — get creative! You may even want to go to the following site to find some tools and ideas for making your graphs:

**<http://nces.ed.gov/nceskids/createagraph>**.

Once you're done, hang up the posters in the lunchroom or school library.



Word Talk Word Splash

This activity will help you to examine concepts relating to why people cyberbully and reasons to avoid such behavior. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of cyberbullying.

ANONYMOUS  
CHARACTER  
CONSEQUENCES  
INVISIBLE

DISAPPROVAL  
PUNISHMENT  
ABSENT  
EMPATHY

REVENGE  
RESPONSIBILITY  
POWER  
CONFIDENCE

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_

**Worth Repeating**

Below you will find a collection of quotations that reveal different perspectives on technology and trickery. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote, what it means and how it connects to the issue of cyberbullying.

**Tricks and treachery are the practice for fools that don't have brains enough to be honest.**

**Benjamin Franklin**



**Technological progress is like an ax in the hands of the pathological criminal.**

**Albert Einstein**

**No man should advocate a course in private that he's ashamed to admit in public.**

**George McGovern**

**It's much easier...to avoid the person you have injured than to approach him as a friend. You need courage for that.**

**Ludwig Wittgenstein**

**Ever since our love for machines replaced the love we used to have for our fellow man, catastrophes proceeded to increase.**

**Man Ray**

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Write It!

1. How would you define gossip?

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2. List three reasons why people gossip.

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3. How is gossip used as a weapon?

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4. Describe a time someone you know was hurt by gossip.

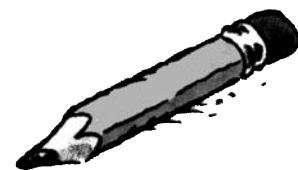
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5. What could you do to stop gossiping?

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# Go To The Net

People gossip for many reasons — sometimes it's because they just have nothing better to talk about and other times it's from a lack of understanding about people they just don't know. You can reduce gossip among your friends by learning about people in a different way and talking about things besides other people. For suggestions on ways to make connections and things to talk about, check out the following sites:

<http://www.tolerance.org/teens/lunch.jsp>

<http://www.eslpartyland.com/teachers/nov/conv.htm#Reading>

After visiting these sites, come up with a list of things you can talk about besides other people. Then, write the following the statement on the board:

“There are people who talk about people, there are people who talk about things, and there are people who talk about ideas.”

Discuss what this statement means and talk about what kind of people you want to be and why.



# Flip It!

One of your classmates, Jessica, comes back from a class break with an excited look on her face. She just witnessed Angela making out with Denise's boyfriend, Brian, in the band room. Jessica couldn't wait to tell you or the rest of the kids in your class. After class, you are walking down the hall, telling your two friends about what happened and Denise overhears the whole conversation. By the end of the school day, Denise has broken up with Brian. You later find out that Brian was just giving Angela a hug because she was crying after getting into a car accident on the way to school.



## FLIP IT...

**Start again at the beginning of the situation.  
How can you avoid fueling the gossip grapevine?**



# You're In Control

You are sitting at the lunch table in the cafeteria with your usual group of friends. When Craig comes over to sit down, everyone stops talking. A rumor has been going around that Craig stole an iPod out of someone's locker. It seems to be out of character and you don't really have any hard facts, but that's what everyone is saying. Craig knows about the rumor and has been denying that it's true. People at the other end of the table start passing a piece of paper back and forth, writing notes about what they heard, calling him a thief, and making jokes about how everyone should watch their stuff with him around. Eventually, the paper comes to you.

**YOU'RE  
IN CONTROL --**  
What do you do?





It seems as if there is a t-shirt out there for every organization and cause out there. But have you ever seen one about gossiping? No? Well then, why don't you make one yourself?!

Together, make a collection of t-shirts to support a "Gossip Stopper" campaign. Come up with bunch of slogans that promote the message that gossiping isn't cool.

After brainstorming together to come up with your slogans, it's time to design your shirts. As you design your shirts, keep in mind that most shirts promoting a cause usually feature a slogan, a logo, and some sort of picture or graphic. They often feature messages on both the front and back, as well.

There are countless ways you can make them, such as silk-screens, permanent markers, fabric paints, and iron-on letters. You can even design everything on a computer and use iron-on printer paper.

## GET CREATIVE!



Graphic

Organizer

Many times, we think if we just tell one tidbit of gossip, it's really not that big of a deal. We rationalize it away, telling ourselves that "we are only telling a few people" or "eventually everyone will find out anyway." However, all too often, tiny tidbits of gossip trigger giant conflicts. In the boxes below, illustrate a story that shows how sharing a little gossip with a friend turned into a much worse situation. You can base it on your own personal experience, a story you heard or one you make up. Once completed, share your illustrations with each other and talk about gossip and its potential snowball effect.


# Game

Telephone is a timeless game that teaches a great lesson about how stories change as they are passed on from person to person.

Break up into two groups, with each group sitting in separate circle. Select one person to whisper a “secret” into the ear of a player in each circle. The secret needs to be no longer than a sentence and can be about anything, such as what your teacher ate for breakfast, a person’s favorite quote or how someone gets to school each day. Once the secret is shared with a lead person in each circle, that person then whispers it to the person to his or her right of him. The secret is then passed on around the circle as it is whispered from person to person until it reaches the last student who would be sitting to the left of the lead person.

When both groups are finished, have the last student from each group share what he or she heard. Compare what the initial message was to what the final students heard, then discuss how stories evolve as they are passed on from person to person. Talk about how, as people gossip, small stories turn into tall tales that can be quite far off from what really happened.



Survey

Graph

You can find out how widespread gossiping is in your school by taking a random survey. Create surveys based on the questions below, then leave them out in your cafeteria for students to fill them out. You can promote them with a sign saying "Get the dish on gossip in our school!" and promise to share the results. (Note: In order to get more honest answers, let students fill them out anonymously.)

Once the surveying is complete, compile all the data and discuss the responses. Using the results, create graphs and/or posters that you can hang up in the cafeteria or feature in the school paper.

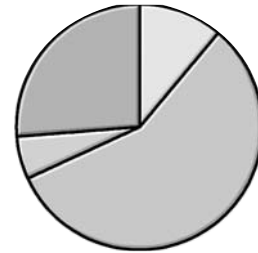
### QUESTIONS

**Do you ever gossip about other people?**

Yes       No

**If you do gossip, why do you think you do it?**

- It's fun.
- It gives me something to talk about.
- It makes me feel like I'm in the "inner circle."
- It's a good way to get back at people who deserve it.
- Everybody else does it.



**There's nothing wrong with gossiping, as long as you believe what you are saying is the truth.**

I agree       I disagree

**When someone shares gossip with you, what do you usually do?**

- Listen and pass it on.
- Listen, but keep it to yourself.
- Walk away.

**Have you ever been the victim of gossip?**

Yes       No      If so, how did it make you feel? \_\_\_\_\_

**Do you want to be friends with people who gossip?**

Yes       No



Word Talk Word Splash

This activity will help you to examine concepts relating to gossip. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of gossip and bullying.

ASSUMPTIONS  
CONFIDENTIAL  
TRUTH  
FACTS

REPUTATION  
RUMORS  
BETRAYAL  
EAVESDROP

MISINTERPRET  
HARMFUL  
INTENTIONAL  
MOTIVE

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

# Worth Repeating

Below you will find a collection of quotations that reveal different insights on gossip. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote and what each one may mean.

**Remember, if people talk behind your back, it only means you're two steps ahead!**

**Fannie Flag**

**Who ever gossips to you, will gossip about you.**

**Spanish Proverb**

**What you don't see with your eyes, don't witness with your mouth.**

**Jewish Proverb**

**Never criticize a man until you've walked a mile in his moccasins.**

**American Indian Proverb**

**Gossip is a sort of smoke that comes from the dirty tobacco-pipes of those who diffuse it: it proves nothing but the bad taste of the smoker.**

**George Elliot**



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1. What do you think “emotional bullying” means?

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2. Why do you think people bully others emotionally?

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3. Have you ever been excluded from a group because of a bully?

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4. How do you think it feels to be the victim of emotional bullying?

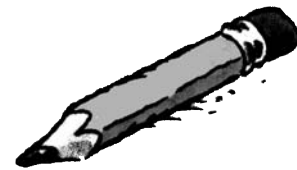
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5. What can you do if you see someone emotionally bullying someone else?

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# Go To The Net

Emotional bullying, sometimes called relational aggression, comes in a variety of forms. Visit the following websites to find out more about what emotional bullying entails.

<http://www.relationalaggression.com/research.html>

<http://www.fcps.net/sa/support/bully/BullyingChartpdf.pdf?nc=1>

Once you've visited these sites, come together as a group and come up with an official definition for emotional bullying.



# Flip It!

Jared and Vanessa have been going out for about six months and, at first, everything seemed to be going really well. Then, after a while, Jared started to order Vanessa around. He was subtle at first — for example, he would roll his eyes if he didn't approve of what she was wearing. As time went by, he started to tell her what to eat, where to go, and even who she should hang out with. If she listened to him, he would treat her like a queen. But if she didn't, he would make her look stupid in front of his friends, turn his phone off for the day so she couldn't reach him, and, even compare her to other girls. Convinced that she's was in love and rationalizing his behavior by telling herself that "no one is perfect," Vanessa does what Jared wants because she doesn't want to lose him. She winds up losing her friends...and herself.



## FLIP IT...

What can Vanessa do in the beginning to let Jared know that she won't be bullied by him?



You're In Control

Chelsea walks into the lunchroom and sits down with her friends and they all get up and move to another table. Chelsea has no idea why they are acting this way and tries to find out what is going on. She finds out that Alexis lied and told Chelsea's friends that she was saying nasty things about them.

**YOU'RE  
IN CONTROL --**  
What can Chelsea do?



# Art

Emotional bullying can be especially destructive in middle and high school because it's during this time that kids are developing their identities. If others are negatively characterizing them, they often become the people the bullies say they are. For example, when people are told over and over again that they are never good enough, they often just stop trying. Psychologists call this phenomenon “mirroring” and it can have lifelong consequences. Studies have shown that, even years later, many victims of such abuse have low self-esteem, feelings of insecurity, a lack of trust, and may even suffer from depression and anxiety.

The good news is that we can use mirroring to build people up! Reflecting positively about people encourages them to believe in themselves, accomplish more, and become better people.

This project will help you to better understand the power of positive mirroring. Pair up with someone and have each person talk about the type of person they want to be. Then, using construction paper and markers draw a mirror and create an image in the reflection that represents your partner. It can be realistic or abstract — just make sure it is a positive representation of your partner. Keep in mind that the most important part of this activity is to recognize that the way we portray each other impacts who we become.



# Graphic Organizer

Emotional bullying hurts everyone; the victim, the bystanders, and even the bully. However, there are a number of ways to stop it from happening and everyone can play a part. To find ways to put an end to emotional bullying check out the following websites:

- <http://members.aol.com/AngriesOut/kids6.htm>
- <http://www.geocities.com/EnchantedForest/Cottage/5207/antiviolence.html#NEED>
- <http://www.relationalaggression.com/faq.html>
- <http://www.redcross.ca/article.asp?id=009246&tid=030>

Using the information you find, fill in the chart below

TOGETHER, WE CAN PUT AN END TO EMOTIONAL BULLYING!		
A bystander can...	A victim can...	A bully can...





# Game

At one point or another, everyone has been the victim of emotional bullying and many of us are guilty of being emotional bullies, as well. In this game, everyone will write down on a piece of paper an example of a time either they were emotionally bullied, they bullied someone else, or they witnessed someone experiencing this form of bullying. Everyone will have five minutes to think about the incident and to describe what happened.

Afterwards, everyone will get into a big circle. Your teacher or an elected group leader will randomly select examples from the group and read them aloud. Taking turns by moving around the circle as each scenario is read, a student will describe how he or she thinks the victim of each scenario felt. Once everyone has a turn and all the scenarios are read, discuss whether or not people really respect and want to be around emotional bullies who make people suffer through the scenarios described. Then, answer the following question:

**DOES EMOTIONALLY BULLYING OTHERS  
TRULY MAKE YOU POPULAR?**

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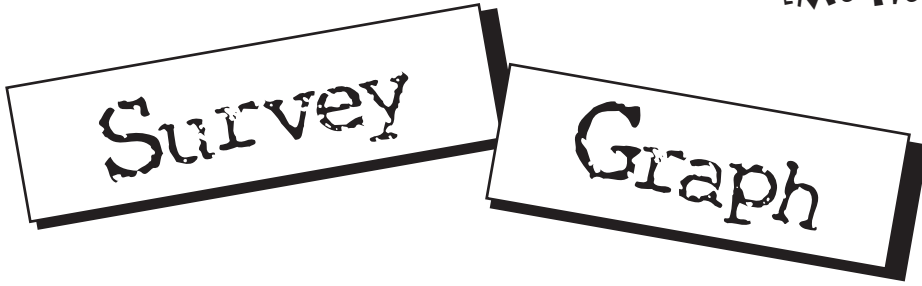


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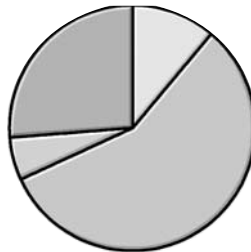




In every school, there are certain hotspots where bullying occurs. Recently, an initiative called the Ophelia Project conducted a survey to find out where students see relational aggression (emotional bullying) and physical aggression (physical bullying). Check out the findings from this survey at:

<http://www.opheliaproject.org/main/documents/BULLYINGLOCATIONFINALsm.pdf>

Then create graphs to illustrate these statistics. Afterward, talk about why specific areas tend to be hotspots for certain behaviors and discuss where you think the hotspots are in your school.



Word Talk Word Splash

This activity will help you to examine concepts relating to emotional bullying and relational aggression. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of bullying.

EXCLUSION  
FEELINGS  
GESTURE  
PROVOKE

FRIENDSHIPS  
MANIPULATE  
ANXIETY  
GROUP

SOCIAL  
EMPATHY  
MIMIC  
ACCEPTANCE

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_

Worth Repeating

Below you will find a collection of quotations that reveal different insights and truths on the motives and methods of verbal bullying, as well as perspectives to help victims cope with it. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote and what each one may mean.

If you burn your neighbor's house down, it doesn't make your house look any better.

Lou Holtz

A sneer is the weapon of the weak.

James Russell Lowell

Even the lion has to defend himself against flies.

German Proverb

The greater the feeling of inferiority that has been experienced, the more powerful is the urge to conquest...

Alfred Adler

The man who follows the crowd will usually get no further than the crowd. The man who walks alone is likely to find himself in places no one has.

Alan Ashley-Pitt



Four horizontal lines for writing.





1. Even though they fear for their safety, many victims keep physical bullying a secret. Why do you think this is?

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2. While bullies may believe they can overpower their victims, there are often serious consequences for their behavior. Name three potential consequences for physical bullying.

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3. If you witnessed someone physically bullying someone, what would you do? Why?

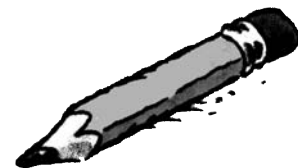
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4. Aside from experiencing the physical pain, how do you think victims of physical bullying feel? As a bystander, how can you help a victim after he or she has been physically bullied?

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# Go To The Net

Victims of physical bullying struggle with a number of emotions, from anger to humiliation. With so many strong emotions, it's not uncommon to wish revenge. However, such action can just continue a cycle of violence. Check out the following websites to learn how you can safely respond to physical bullies.

[http://stopbullyingnow.hrsa.gov/HHS\\_PSA/pdfs/SBN\\_Tip\\_8.pdf](http://stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_8.pdf)

<http://www.coolnurse.com/bullying.htm>

<http://www.ed-u.com/what-is-bullying.htm>

<http://www.intheknowzone.com/bullying/whattodo.html>

[http://www.kidshealth.org/teen/your\\_mind/problems/bullies.html](http://www.kidshealth.org/teen/your_mind/problems/bullies.html)

Create a list of dos and don'ts based on these websites. Be sure to save the list as you will be using it for another activity!



## Flip It!

Already late for class, Cassie races into the girl's bathroom and slams into Julia, the school's "Queen Bee." Before Cassie has a chance to apologize, Julia spins smacks Cassie in the face, telling her she better watch where she's going. All of Julia's friends start laughing and Cassie tries to explain. Julia grabs Cassie's ponytail, gets right in her face and tells her that the next time Cassie crosses her path, she will discover the true meaning of pain. Cassie runs out of the bathroom and races to her class, mumbling about how much she hates Julia and her obnoxious friends.

Cassie is walking down the hall that afternoon with a bunch of her friends and sees Julia walking alone. Still angry about what happened earlier that day, Cassie shoves Julia and says, "You're the one who better watch it."



Later that week, Cassie is alone in the locker room and Julia slams her head against her locker, breaking Cassie's nose.

## FLIP IT...

What can Cassie do in the beginning to stop Julia's abuse, rather than provoking it?



# You're In Control

You always take a shortcut on your way to school by cutting through some woods on the far end of the football field. It's not unusual to see other students just hanging around that area since it's out of sight from the teachers and security. One morning, you take your normal route and stumble across a senior named Derek kicking and punching a sophomore, Cody. You know that Derek has been giving Cody a hard time because they are both in your art class and you hear Derek making comments to Cody on a regular basis. Cody seems really banged up and you are worried that he's really hurt, but Derek's friends are there cheering him on. Derek finally takes off with his friends, but only after saying that he's going to finish Cody off after school.

**YOU'RE  
IN CONTROL ...**  
What do you do?







Spread the word on how to safely deal with physical bullying. Using the list of dos and don'ts from your Go To The Net activity, create a comic strip illustrating what you learned. Feature them in posters and the school paper. You may even want to see if you can post them on your school's website.



**Graphic Organizer**

The smartest move to make if you are a victim or a bystander is to report physical bullying to an adult. In the chart below list specific people who can help you — along with their email and/or room number. After you’ve completed your own form, compare notes with your other classmates and put together a master list that can be hung up in the main office, the counseling office, and other key places around the school. Make sure that you are including the contact information they want made public.

<p><b>HELP IS AVAILABLE!</b>                      You don't have to live with bullying.                      There are many people you can talk to:</p>	
Names	Contact Information
Teachers:	
Counselors:	
Administrators:	
School Nurse:	
Police:	
Plus:	

# Game

In this game, you will break up into teams to write lyrics for a song about physical bullying. Before you break up into teams, the entire group will pick one song to use for the melody. Then each team will have 15 minutes to come up with lyrics for the chorus to the song. Try to cover ways to prevent and respond to physical bullying, as well as reasons why it's not accepted by other kids.

After everyone has had time to come up with their lyrics, write down the number of teams on scraps of paper and put them in a hat. Randomly pull out the numbers to determine which order the teams will perform. Then, perform the entire song with each team singing their parts in that order!





At one point or another, most of us have witnessed physical bullying. To get a better idea as to how prevalent it is in your school, take a survey. Using the questions below, create your own survey based on the questions below, then find ten unique students to complete their surveys. Once the surveying is complete, compile the data and discuss how common bullying is and where it is occurring in your school.

### QUESTIONS

**Have you ever witnessed someone physically bullying another student?**

- Yes
- No

**Have you ever been the victim of physical bullying?**

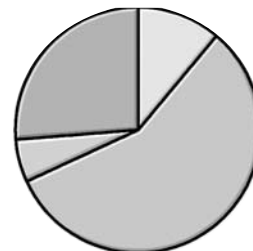
- Yes
- No

**Have you ever physically bullied another student?**

- Yes
- No

**Where do you see physical bullying around school?  
(answer all that apply)**

- In the classroom
- In the lunchroom
- In the hallways
- In the locker room
- In the bathroom
- On the way to and/or from school



PHYSICAL BULLYING



This activity will help you to examine connections between various concepts relating to physical bullying. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of bullying.

ESCALATE  
PROPERTY  
LOCATION  
ADULT

REVENGE  
EVIDENCE  
THEFT  
ASSAULT

REPORT  
AVOID  
ILLEGAL  
RECORD

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Worth Repeating

Below you will find a collection of quotations that reveal different insights and truths on physical bullying and violence. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote and what each one may mean.

Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars...

Martin Luther King Jr.

The coward threatens when he is safe.

Johann Wolfgang Von Goethe



Power is not revealed by striking hard or often, but by striking true.

Honore De Balzac

I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent.

Mahatma Gandhi

Power and violence are opposites; where the one rules absolutely, the other is absent. Violence appears where power is in jeopardy, but left to its own course it ends in power's disappearance.

Hannah Arendt

Violence is the last refuge of the incompetent.

Salvor Hardin

Four horizontal lines for writing.



1. What is verbal bullying?

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2. What types of characteristics do you see students being teased about?

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3. Why should kids care about verbal bullying if no one is physically hurt?

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4. How do you think kids feel when they are verbally bullied?

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5. What is the difference between making a joke and verbally bullying someone?

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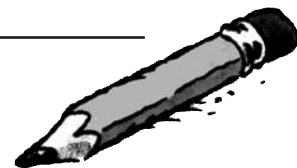
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6. List three ways you help someone who is being verbally bullied.

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# Go To The Net

Just because you see people being verbally bullied every day doesn't mean you have to accept it. Have you ever wondered what your school would be like if everyone would just talk to each other with respect?

While it may be unrealistic to believe that you could get everyone to change overnight, there are steps you can take to make a difference. Consider what could happen if a number of kids would pledge to stop using words to hurt others. They could begin to turn the tide against bullying and set a new norm for your school! An organization called Words Can Heal has created such a pledge and you can find it online at:

**<http://www.wordscanheal.org/takethepledge.htm>**

After you check out this pledge, come up with your own class pledge the whole class can sign. You may even want to make it into a larger poster and hang it up somewhere in your school so that other students can sign it as well!







You and your friends are studying for the Spanish final. When you start quizzing each other, Rachel keeps making the same mistake with her sentence structure. Everyone starts getting annoyed with her because they want to move on to study something else. You say to her, "Listen stupid, don't you realize you are supposed to say the verb first?" You were just joking, but Rachel gets upset and leaves.



## FLIP IT...

Start from the beginning  
and help Rachel to answer correctly  
without hurting her feelings.



You're In Control

Ishmael recently moved to the United States as a refugee escaping from a brutal civil war in his home country. New to the school and still struggling with the horrific memories of war, he is quiet and doesn't speak English that well. He studies hard and is always in the library. You are in the same history class as Ishmael, along with a girl named Melanie. Melanie is always rude to Ishmael and keeps making fun of how he speaks. One day, the teacher is late for class and Melanie gets up and starts to imitate Ishmael. A lot of kids start to laugh and then Melanie walks over to Ishmael's desk, leans over and says, "Go back to your own country." A couple of other students join in, saying stuff like, "You don't belong here!" and "Go back to the jungle, desert or wherever you came from!"

**YOU'RE  
IN CONTROL ...**  
How do you help Ishmael?





You've probably heard the old saying, "Sticks and stones may break my bones but names will never hurt me." Most people will disagree with this. The truth is that words have power. They can build bridges and burn them. Consider how words have had the power to provoke war and bring about peace.

For this project, go online and find famous phrases that positively influenced the course of history. To get some ideas, here are some sites with famous speeches and quotations:

<http://www.uiowa.edu/~commstud/resources/speech.html>

<http://www.salsa.net/peace/quotes.html>

<http://www.quotationspage.com/>

Using these famous phrases, create a collage with the header:

## CHOOSE YOUR WORDS WISELY!

Try using different styles of writing, materials, and colors to make your collage really "pop!" You may even want to include images that illustrate the impact of the selected quotes.



**Graphic**

**Organizer**

When someone says, “I was just joking!” after he or she says something that hurts or humiliates you, it usually doesn’t change how you feel. Yet, sometimes it’s hard to tell the difference between kidding around and bullying. In the chart below, draw a clear line between the two behaviors by listing factors that would make a comment a joke or verbal bullying.

**To get you started, here are a couple factors for you to add to the chart...**

- No malicious intent
- Humiliating
- Will stop if person is insulted
- Said to gain power/dominance over someone else
- Made with sarcasm

JOKING/TEASING	BULLYING

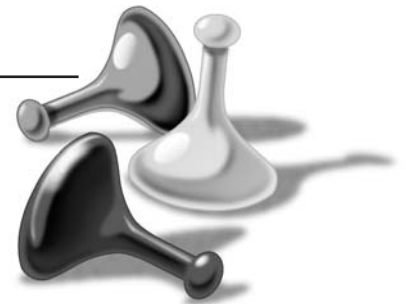
# Game

It's not easy coping with a bully. Even though there are a number of strategies for responding to verbal bullying, sometimes it's hard to remember them in the heat of the moment. As silly as it may sound, it helps to practice!

For this game, you will need a deck of index cards.

First, have one person write down each of the following strategies on a different card:

- Ignore it.
- Make a joke.
- Take it as a compliment.
- Use an "I" message ("I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_ I wish you would \_\_\_\_\_ .").
- Agree with what the bully is saying.
- Find a better friend.
- Answer with a compliment.



On the back side of these cards, write the word: **STRATEGY**.

Then, everyone will get a card and write down a scenario that involves verbal bullying. It can be made up or based on a real situation — just be sure to avoid using any real names. On the back of each of these cards, write the word: **SCENARIO**.

Collect all the cards, shuffle them up and put them in two piles, one for the strategy cards and one for the solutions.

Next, break everyone up into pairs and have them pull one scenario card and one strategy card. They will role play the scenario and the person playing the victim will have to use the strategy pulled. The rest of the group will try to guess which strategy it is.

After each pair, return the strategy card and shuffle it back into the deck.

Once everyone has had a turn, review each strategy and discuss if there are times it is better to use one strategy versus another.





This activity will help you to examine connections between various concepts relating to verbal bullying. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of bullying.

IGNORE  
CONFIDENCE  
INSULTS  
JOKE

CRITICISM  
TEASE  
LAUGHTER  
REACTION

NICKNAME  
EMBARRASSMENT  
INTENTION  
EXPENSE

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Worth Repeating

Below you will find a collection of quotations that reveal different insights and truths on verbal bullying. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote and what each one may mean.

The only justification we have to look down on someone is because we are about to pick him up.

Jesse Jackson

Those can — do. Those who can't — criticize.

Author Unknown

You will find that silence or very gentle words are the most exquisite revenge for an insult.

Judge Hall

He who throws dirt is always losing ground.

Author Unknown

A blow with a word strikes deeper than a blow with a sword.

Robert Burton



Horizontal lines for writing responses.



Write  
It!

1. How can you use positive peer pressure to stop bullying?

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2. What are the sights, sounds, and feelings of a bully-free classroom?

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3. List five ways all students would benefit from having a bully-free school.

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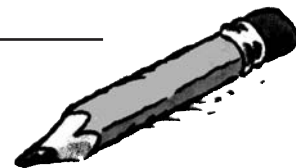
4. Write a short poem about living bully-free.

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# Go To The Net

As you try to come up with ideas on how you can work with other students in your school to prevent and stop bullying, you should know that there are a number of resources online that can help. Check out the following websites, find one resource on each site, and write down how it could be used in your school. Then have everyone share their ideas, write them on the board and discuss how you could pass them on to your school principal, counselors, teachers, and others in the school who could follow through on your suggestions. Also consider reaching out to your student council and other clubs — remember, students have power too!

<http://www.tolerance.org/teach/printar.jsp?p=0&ar=771&pi=apg>

[www.violencepreventionweek.org](http://www.violencepreventionweek.org)

<http://stopbullyingnow.hrsa.gov/adult/indexAdult.asp?Area=preventiontips>

<http://www.nationalsave.org>



# Flip It!

On the bus in the morning you hear a bunch of kids calling Liz a weirdo. She's an art student who designs her own clothes. This clique of catty girls loudly whisper that she's probably so poor that she can't afford to buy clothes so she has to make them herself. You think to yourself that the girls are out of hand, but just put your iPod on and look out the window so you don't have to get involved.

As you walk down the hallway, you see Greg sticking his foot out to make Keenan trip and fall. You're late for class and hop over Keenan before he has a chance to get up.

In the cafeteria, Jim tells you that he heard Bill's girlfriend was seen leaving a party with another guy on Saturday night. Later on, Keith sits down at your table and you tell him what you heard.



In the locker room before gym class, you overhear Denise and Laura making comments about how heavy Dawn is. As they walk past her, they say, "Hey, fatty, I can't get past you — get out of the way." Dawn moves out of the way, then starts to cry after Denise and Laura walk out of the locker room. You tell her that Denise forgot to lock her locker and you both steal her clothes to get back at her.

That night you are online and come across a website making fun of an obnoxious cheerleader who never gives you the time of day. You email the link to all your friends with the subject line: What goes around comes around!



## FLIP IT...

**Describe how you could have responded to these incidents of bullying by being part of the solution, rather than the problem.**

# You're In Control

You've been the victim of bullying, you've been a bystander, and you've even been the bully, as well. You see that bullying is causing both emotional and physical pain for your classmates and it's interfering with everyone's ability to learn.

## YOU'RE IN CONTROL --

**As an individual and within a group,  
what steps can you take to take a stand  
against bullying in your school?**





Simply making it known that bullying isn't acceptable is one of the most effective deterrents for preventing bullying from happening. When bullies realize that they won't gain popularity or power by harassing other students, and discover that students will actually think less of them for acting in such a way, they are much less likely to bully. You can make a big statement by creating a mural promoting this message in a highly visible location.

Begin by coming up with a slogan that lets everyone know that every student deserves to be safe and to be treated with respect. Consider putting a unique twist on the Golden Rule (treat others the way you want to be treated!) or creating a Bully-Free Bill of Rights.

The next step is to create a design. If there's someone in your class who is an especially talented artist, you may want to decide on an idea and then have that student sketch it out. You may also want to incorporate the school colors and even the school mascot.

After you've come up with a slogan and a design, you'll need to get approval from the administration in your school. Then it's time to start painting. For tips on painting a mural, check out the following sites:

[http://www.artsparx.com/mural\\_home.asp](http://www.artsparx.com/mural_home.asp)

<http://www.honuart.com/products/howtomural.htm>

[http://www.ehow.com/how\\_17473\\_paint-wall-mural.html](http://www.ehow.com/how_17473_paint-wall-mural.html)

If, for some reason, you can't make it a mural, consider creating buttons, placemats for the lunchroom, or some other sort of giveaway that can get the message out to the rest of the student body.



# Graphic Organizer

Working together as a community is the best way to address any challenge. You may not realize how many different people that can help. The National Youth Violence Prevention Campaign website features the wheel below and identifies specific ways each sector of the community can help to reduce youth violence.

Using the chart below, describe one way people from each sector of the wheel can help to reduce bullying in your school and your community. To help you come up with some ideas, you may want to check out what is suggested on the NYVPC website's wheel at <http://www.ViolencePreventionWeek.org>.



After you've filled out the chart on your own, discuss your ideas with the rest of the class. Come up with a master list and, if you wish, contact member from each sector and ask for their help!

STOP BULLYING BY BEING PART OF THE SOLUTION!	
Schools	
Senior Citizens	
Service Organizations	
Parents	
Social Services	
Law Enforcement	
Government	
Business	
Religious	
Medical	
Youth	
Media	

# Game

Now that you've learned about the different forms of bullying, you may feel overwhelmed by how big the problem is. But the good news is that you've also discovered a number of ways to deal with each type of bullying. In this game, you will break up into groups of 3 – 5 students and will challenge each other to see how many ways you can think of to prevent or stop specific types of bullying.

You will need enough dice so each group will have one die. Have each group form a circle and roll the die to see who goes first (highest wins). Starting with the first player and moving clockwise around the circle, each player takes turns rolling the die. Depending on which number he or she rolls (see designations below), the player has to describe one way to prevent or stop that specific type of bullying. For each answer, players get 2 points.

If a player suggests a strategy that the rest of the players can challenge by unanimous agreement because they believe it will only escalate the problem or put the victim in danger, the player loses 3 points.

If a player cannot come up with an answer, the player to the right has a chance to come up with one. If successful, the player gets 3 points for that answer and gets to go again. If that player cannot come up with an answer, he or she forfeits the turn and the next player to the right gets a chance.

While there should be no repeated strategies for a particular type of bullying, similar answers may be given for different types of bullying.

When your teacher tells you time is up, the player with the most points wins!

## DESIGNATIONS

1. Physical bullying
2. Verbal bullying
3. Emotional bullying
4. Cyberbullying
5. Hazing
6. Gossip



Survey

Graph

Throughout this program, you've surveyed a lot of people about what they think about bullying. Now it's your turn. Answer the questions below and give the results to your teacher who will compile all the results and then share them with the class.

### QUESTIONS

**I believe that the level of bullying in this school is:**

- Very serious
- Somewhat serious
- Not serious

**I know how I can safely respond when I am being bullied.**

- Yes
- No

**If I see someone else being bullied, I would try to help them.**

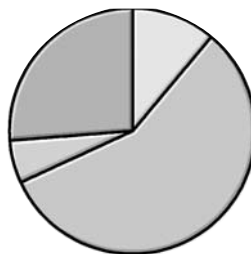
- Yes
- No

**I know at least one adult I can talk to about a problem with bullying.**

- Yes
- No

**Who do you believe has the most power to stop bullying in your school?**

- Bullies
- Victims
- Bystanders





**Word Talk Word Splash**

This activity will help you to examine concepts relating to bullying prevention. Find a partner and talk about the words below. Then try to match them up to each other and write a sentence for each pair using the two words within the context of creating a bully-free school.

**PRESSURE**  
**PEERS**  
**UNITY**  
**COLLABORATE**

**RESPECT**  
**CHANGE**  
**POSITIVE**  
**GROUPS**

**ACTION**  
**POWER**  
**POLICY**  
**EDUCATE**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

**Worth  
Repeating**

Below you will find a collection of quotations that reveal different insights on putting an end to bullying. Select the one that speaks to you the most and then use the space below to explain why you relate to the quotation you chose. As a group talk about each quote and what each one may mean.

**Action indeed is the sole medium of expression for ethics.**  
Jane Addams

**It takes courage for a person to listen to his own goodness and act on it.**  
Pablo Casals

**When evil is allowed to compete with good, evil has an emotional populist appeal that wins out unless good men and women stand as a vanguard against abuse.**

Hannah Arendt

**Action is the antidote to despair.**  
Joan Baez

**We must be the change we wish to see.**  
Mahatma Gandhi



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