



Welcome to the Flip the Script Campaign's Anti-bullying Effort.

By working with people like you who have the ability to make a difference in a child's life, we aim to decrease bullying in Nevada by creating a culture of understanding, empathy and equality.

The Week of Respect is one part of the Flip the Script campaign. In addition to campaign messages delivered through traditional media and our website, flipthesciptnow.org, the Week of Respect was created to allow kids, teachers, administrators and parents real-time engagement with the topic of bullying. It is only with greater engagement, time and thought that the topic of bullying can be more understood and prevented.

In your hands, you hold five age-appropriate "modules" or mini-curricula that are meant to cover Monday – Friday of the Week of Respect. Each module lasts roughly 20 minutes and depends not so much on complex tools and supplies, but on thought-provoking, interactive conversations to engage our kids and get them thinking, sharing and growing.

These modules were developed with the goal of providing teachers and administrators ideas and plans to get the conversation started on bullying. These modules were not meant to "prescribe" exactly how to lead your students or partners. They are meant to give you ideas and thought starters on how to lead students through five days that introduce the topic of bullying through the elements of creating a welcoming school environment, building empathy, recognizing bystander influence and dimensionalizing the definition of bullying. Each module builds from the last and culminates with a student-developed keepsake book that can be displayed and referred back to throughout the year.

We deeply appreciate your dedication and commitment to helping effect change. With greater vigilance, understanding and thought, we work together to keep our kids safe and protected as they create the social norms of the future.

With any questions on the topic of bullying, please go to flipthesciptnow.org or contact your local school counselor.

**Bullying Awareness Week
Modules for Elementary and Middle School Students**

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Activity 1: (Grades K – 3) A Safe Space for Learning

A welcoming and respectful school environment promotes feelings of safety in young students. This activity will help students think about the type of classroom environment that would make them feel a sense of belonging and a place they feel comfortable coming to every day.

Objectives

- Students will gain an understanding of the type of classroom environment that makes them and other children feel welcome in school.
- Students will develop a list of guidelines to make their classroom a safe space for learning.

Materials

- Chalkboard/whiteboard and writing utensil
- Poster board and markers
- *I Help Others Feel Welcome When I ...* (handout)

Activity

As a group and directed by the teacher, students will create a list of guidelines to maintain a safe and welcoming classroom.

Talk with students about the word *Welcome*. What it means to feel welcome and unwelcome. Ask students if they have ever felt welcome/unwelcome somewhere and what they think made them feel that way.

Depending on the age of the students, provide the definition of the word *Welcome*.

- When you feel welcome, you feel good/comfortable in the place you are in.
- When you feel unwelcome, you feel bad/uncomfortable in the place you are in.

Ask the students to imagine that they were a new student and it was their first day of school. What kinds of things would make them feel welcome/unwelcome in their new school?

More Questions to Guide the Discussion

- Why do students have to follow rules at home; in school?
- How do you think these rules help teachers; help students?
- What are some important rules that can help people to get along?
- Why are rules that help people get along important?

Students are given an opportunity to come up with guidelines for their classroom. Some suggestions are:

- Listen quietly while others speak; keep hands to self; nice words only; can't say can't play.

Record ideas on the board as they are generated. Students may need teacher's help rephrasing their ideas into positive statements, such as: "keep hands to self" instead of "no hitting." (Phrasing behaviors this way communicates the desired action instead of drawing attention to inappropriate behavior.)

Give students the *I Help Others Feel Welcome When I ...* handout to either take home for homework or complete in class.

Following activity, create a poster-sized list of guidelines to be displayed in classroom along with students completed *I Help Others Feel Welcome When I ...* handout.

Extension of Activity

- Teacher may want to develop consequences for not following the Classroom Code of Conduct (CCC). Consequences should be clear and easy to deliver.

Lesson adopted from Welcoming Schools Guide, Curriculum for Grades K – 5, A Welcoming Classroom, www.welcomingschools.org.

Activity 1: (Grades 4 – 8) Classroom Code of Conduct

Certain standards of classroom behavior are necessary to maintain an optimal learning environment. This activity will focus on helping students create guidelines for interpersonal behavior. Students will brainstorm ways to treat each other that promote a welcoming, respectful and safe classroom.

Objectives

- Students will develop guidelines for making their classroom a safe learning environment.
- Students will gain an understanding of the type of classroom environment that is conducive to learning.

Materials

- Chalkboard/whiteboard and writing utensil
- Poster board and markers

Activity

As a group and directed by the teacher, students will create a list of guidelines to maintain a safe, welcoming and respectful learning environment.

Activity is introduced through a discussion of the importance of a *Classroom Code of Conduct*, which:

- Creates a welcoming environment
- Creates a safe environment
- Promotes learning
- Promotes sharing of ideas, leading to more interesting discussions
- Encourages friendships

Questions to Help Generate Discussion

- “Why do students have to follow rules in school?”
- “How do you think these rules help teachers; help students?”
- “What are some important rules that can help people to get along?”
- “Why are rules that help people get along important?”
- “What could other kids do to help you feel welcome? Safe sharing your ideas? Feel included?”

Students are given an opportunity to come up with ideas for the CCC. Some suggestions are:

- All ideas are good ideas; listen quietly while others speak; different opinions are OK; respect classmates’ property and personal space; keep hands/negative thoughts to self; treat each other with respect; can’t say can’t play.

Record ideas on the board as they are generated. Students may need teacher’s help rephrasing their ideas into positive statements, such as: “keep hands to self” instead of “no hitting.” (Phrasing behaviors this way communicates the desired action instead of drawing attention to inappropriate behavior.)

Ask students to think of ways they can help to make these guidelines work. Develop some strategies for intervening when these guidelines are not being followed.

- What responsibilities do the students have to help each other follow the guidelines and when should the teacher intervene?

Before erasing student responses, record them in a permanent place for the final project at the end of the week. A student can be appointed to be the recorder for each activity during the week.

Guidelines should be copied onto poster-sized paper and displayed in the classroom.

Extension of Activity

- Teacher may want to create clear consequences if the CCC is not being followed. Consequences should be clear and easy to deliver.

Activity 2: (Grades K – 5) **ABCs of Bullies**

Through a teacher-led discussion of bullying, students will learn about different types of bullying behavior, why bullying occurs and ways they can respond if they are bullied.

Objectives

- Students will recognize bullying behavior.
- Students will develop an understanding of why bullying occurs.
- Students will generate strategies for dealing with bullying behavior.

Materials

- Chalkboard/dry-erase board and writing utensil
- Staying Safe Strategies (handout)

Activity

Guided by teacher, students are asked to define bullying and to come up with ways that a bully may act.

“Yesterday, we came up with ways to treat one another to keep our classroom a welcoming and safe place. Today, we are going to talk about bullying. I want to hear your ideas about what a bully is, what they do, why they act the way they act and what you can do if you are the target of a bully. Let’s start with the types of things that make up a bully.”

Record student responses on the board. Some common bullying behaviors that could be included are: name-calling, teasing, spreading rumors, taking other’s property, hurting someone physically, telling people not to be friends with another person, and excluding someone from an activity.

Once a comprehensive list of bullying behaviors has been created, ask students why they think bullies bully?

Younger students (K – 3) may need the teacher to lead this discussion. Older students may be able to provide some ideas about why some kids bully others.

- Students should be told that bullies bully because they do not feel very good about themselves. Some kids think that being mean and putting down other people will make them feel better inside.
- Bullies also bully because they may not know a better way to make friends. Some kids have a hard time making friends and have found that kids are nice to them when they are mean. These kids may think that bullying makes them popular because of this.
- Ask students why they think kids may be nice to bullies. (Kids may be nicer to bullies because they are fearful of them and do not want to be picked on too.)

Next, students should think about the different ways they can respond if they are being bullied.

Record student responses on board and emphasize nonviolent strategies, such as: walking away, sticking with friend(s), telling an adult.

After students have shared their ideas, open www.flipthescriptnow.org/students and review the “*What can I do?*” strategies

- Hand out *Staying Safe Strategies* and review with students.
- Ask students: “What strategy (or strategies) do you feel would be the most helpful? Why?”

Extension of Activity

Teacher may want to ask students to share some of their personal experiences with bullying, including how it felt to be bullied, what they did and what they think they could have done differently.

*Before erasing student responses, make sure to record them in a permanent place for the final project at the end of the week. For older elementary students, appoint a student to do this.

Activity 2: (Grades 6 – 8) ABCs of Bullying

Students will review the different forms of bullying, learn about why people bully and generate appropriate ways to respond when targeted by a bully.

Objectives

- Help students recognize various types of bullying behavior.
- Develop an understanding of why bullying occurs.
- Generate strategies for dealing with bullying behavior.

Materials

- Chalkboard/whiteboard and writing utensil
- *Staying Safe Strategies* (handout)

Activity

Students define bullying and the ways that bullies bully.

“Yesterday, we came up with ways to treat one another to keep our classroom a safe, welcoming and respectful place. Today, we are going to talk about bullying. I want to hear your ideas about what a bully is, what they do, why they act the way they act and what you can do if you are the target of a bully. Let’s start with the types of things that make up a bully. What are some of the ways that bullies bully?”

Record student responses on the board. Encourage students to think about different forms of bullying: verbal, physical, relational, cyber-bullying.

- Some bully behaviors you may want to include are: name-calling; teasing; spreading rumors; sending or posting cruel texts, emails or pictures about another student; taking other’s property; hurting someone physically; excluding someone from an activity; and telling people not to be friends with another person.

Once a comprehensive list of bullying behaviors has been created, ask students why they think bullies bully.

Students should be told that bullies bully because they do not feel very good about themselves. Some kids think that being mean and putting down other people will make them feel better inside.

Bullies also bully because they may not know a better way to make friends. Some kids have a hard time making friends and have found that kids are nice to them when they are mean. These kids may think that bullying makes them popular because of this. Ask students why they think kids would be nicer to bullies. (Kids may be nicer to bullies because they are fearful of them and do not want to be picked on too.)

Next, students should think about the different ways they can respond if they are being bullied.

Record student responses on board, emphasizing nonviolent strategies, such as: walking away, sticking with friend(s), telling an adult.

After students have shared their ideas, open www.flipthescriptnow.org/students and review the “What can I do?” strategies

- Hand out *Staying Safe Strategies* and review with students.
- Ask students: “What strategy (or strategies) do you feel would be the most helpful? Why?”

Extension of Activity

Teacher may want to ask students to share some of their personal experiences with bullying, including how it felt to be bullied, what they did and what they think they could have done differently.

*Make sure to appoint a student to copy all ideas that were recorded on board for cumulating project.

Activity 3: (Grades K – 3) Empowering the Bystander

Students will learn what bystanders are, their roles in bullying situations and ways that bystanders can help kids who are getting bullied.

Objective

- Students will be able to define *bystander* and distinguish the difference between helpful and harmful bystander behavior.

Materials

- Chalkboard/whiteboard and writing utensil
- Blank paper and markers/crayons

Activity

Teacher will read aloud Lucy's story (see the following), which describes a time when Lucy was bullied at school.

Lucy's story:

I was late to school one day and arrived at the beginning of lunch. My class was already in the cafeteria, so I went in to eat with them. I was excited to see Alex, a friend of mine who had been out sick. I saw Alex sitting at a table with some kids from our class. As I was walking over to join them, one of the other girls looked up and said loudly, "Here comes Lucy! She thinks she's going to sit with us, but she's wrong!" I froze. I was so surprised. These were supposed to be my friends. Then, the group of girls started to laugh, including Alex. I don't know why they were mad at me, but I was really upset and didn't know what to do. It felt like everyone in the cafeteria was looking at me.

Introduce the concept of *Bystander* through a class discussion of Lucy's experience.

- Who was the bully in Lucy's story?
- Was there only one bully or were more kids involved in bullying Lucy?
- What is a *bystander*? (Person(s) not involved in doing the bullying or being the target, but caught somewhere in between.)
- Who were the bystanders in Lucy's story?
- Did the other girls at the table make it harder for Lucy to join them? How? (Students may need help understanding the role of the bystanders in the story.)
- Why do you think the other girls went along with the bully? (Explain to students that when in a group, it takes a lot of courage to be the only person to do something different. They may fear that if they speak up, the bully will turn on them.)
- What could they have done differently to help Lucy?

Encourage students to come up with ideas of what bystanders could do to help victims, making sure to include those listed.

Actions Bystanders Take to Make Things Better

Distract the bully so victim has a chance to escape; stand up to bully and tell him/her to back off; help the student being bullied, such as asking them to play; stand next to the victim to show your support; sit with victim at lunch or in class; tell an adult; or offer to go with victim to report bullying; refuse to go along with bully if recruited to help.

Have students share their experiences of being a bystander to bullying. How did they feel? Did anyone speak up or do something different? If so, what happened, what was that like? If not, why not?

Teacher should record students' ideas on how to intervene as a bystander. Pass out a blank sheet of paper and ask students to create a story using pictures, words or both to show Lucy's experience and a way they would help her.

Activity 3: (Grades 4 – 8) Empowering the Bystander

Students will learn about the role bystanders play in bullying situations, positive ways to respond as a bystander and will sign an ethical pledge for bystander behavior.

Objectives

- Students will be able to define bystander and distinguish the difference between helpful and harmful bystander behavior.
- Students will sign a *Bystander to Bullying Pledge*.

Materials

- Chalkboard/white board and writing utensil
- *What's a Bystander to Do?* (handout)
- *The Bullying Circle* (download PDF from: http://www.bullyingprevention.org/repository//Best Practices PDFs/olweus_bullying_circle.pdf)
- Poster board displaying *Bystander to Bullying Pledge* and enough room for students' signatures
- Markers for student signatures

Activity

Read along with students (or have students read silently) Dan's story on the *What's a Bystander to Do?* handout.

Have students define *bystander*. (Person(s) not involved in doing the bullying or being the target, but caught somewhere in between.)

Teacher may want to refer to *The Bullying Circle* handout to help generate a discussion on bystander behavior and illustrate the different roles bystanders can play.

Using Dan's story, discuss how common it is for bystanders to watch but not do anything to stop the bullying (such as the Potential Witnesses, Disengaged Onlookers, Passive Supporters, and even the Active Supporters on *The Bullying Circle* handout). Ask students why they think this happens.

- Takes a lot of courage to be the one person in a group to do something different than rest of the group. They may fear that if they speak up, the bully will turn on them.
- *Bystander Effect*: A psychological phenomenon where people are less likely to help some one in need when other people are around. This happens because people (1) are less likely to notice the problem (when lots of people around), (2) less likely to interpret it as a problem (since other people are not reacting, why should they?) and (3) less likely to assume responsibility (belief that someone else will act).

Have students share their experiences of being a bystander to bullying. How did they feel? Did anyone speak up or do something different? If so, what happened, what was that like? If not, why not?

Using the *What's a Bystander to Do?* handout, ask students to write down some things they think a bystander could do to make it worse for Dan and things they could do to help him.

On the board, create a class chart to organize points made, including the following:

- Actions Bystanders Take to Make Things Worse (laughing, nothing, encouraging bully to do it again)
- Actions Bystanders Take to Make Things Better (distract the bully so victim has a chance to escape; stand up to bully and tell him/her to back off; help the student being bullied, such as asking them to play; stand next to the victim to show your support; sit with victim at lunch or in class; tell an adult; or offer to go with victim to report bullying; refuse to go along with bully if recruited to help)

Students will sign *Bystander to Bullying Pledge*, which will be displayed in the classroom.

I pledge to do my best to reduce bullying in my school or community. I will continue to learn about bullying so that I am prepared to recognize, prevent and intervene when it occurs. I have a responsibility as a bystander to protect other kids from being bullied and thus will reach out and lend my support when I see it happening. I firmly believe that even one person can make a difference.

Pledge adapted from the Anti-Defamation League's Pledge Against Bullying.

Extra Learning/Reference Materials

Four-minute video for older elementary students to teach them about cyber-bullying:
<http://www.brainpop.com/technology/computersandinternet/cyberbullying/>

YouTube videos to raise awareness of importance of bystanders

(The following two videos are about two minutes in length and appropriate for older elementary and middle-school students [fifth grade and older].)

- <http://www.youtube.com/d-jeGkoPMRO>
- <http://www.youtube.com/watch?v=NRnX-gdPqdU&NR=1>

Please note some resources, such as www.youtube.com, may not be accessible due to school blocking of certain websites.

Lesson adapted from Cybersmart! Curriculum at <http://cybersmartcurriculum.org>.

Activity 4: (Grades K – 3) Building Empathy

Empathy is a skill that can be taught effectively to children of all ages and is a key component in creating a safe and respectful school environment. This activity will help students understand what empathy means and develop a greater sense of other people's feelings.

Objectives

- Students will be able to recognize and identify different feelings.
- Students will be able to identify the nonverbal ways by which people may show their feelings (e.g., body language).

Activity

"Today, we will be talking about feelings. There are lots of different kinds of feelings that people can feel, for instance, people can feel: happy, sad, excited, angry, scared, embarrassed, nervous, lonely, jealous, shy, confused, proud and loved. People show their feelings in different ways."

Ask students "what are some ways we know how other people feel?" (People can talk about how they are feeling or show how they feel by their facial expressions or the way they move their body.)

Ask students to stand up, leaving a little room between them. Explain that you will turn the light off, name a feeling, and then turn the light back on. When the light is back on, without talking, students should show how the feeling you just named makes them look, using their faces and bodies (facial expressions and body movements). Depending on time, do this exercise with at least three different emotions. You may want to do one round of practicing, using "happy" and then ask the students to show what they look like when they feel **sad, scared, shy, angry** or **proud**.

After activity, ask students to sit back down and talk about how they looked and moved for the different feelings.

Activity 4: (Grades 3 – 5) Building Empathy

Empathy is a skill that can be taught effectively to children of all ages and is a key component in creating safe and respectful school environments. This activity will help students understand what empathy means and develop a greater sense of other people's feelings.

Objectives

- Students will be able to define and understand the concept of empathy.
- Students will practice seeing situations from different perspectives.
- Students will learn how to reach out to others who need support.

Materials

- Chalkboard or whiteboard and writing utensil
- How Would I Feel if ... Scenarios (handout)
- Pencils/pens/markers

Activity

Begin activity by writing the word “*Empathy*” on the board. Tell students that you are going to tell them a short story and after they hear the story, they will have a better understanding of what empathy means.

Yesterday, I got a call from my sister who was upset because she just found out that one of her friends had a party and did not invite her. My sister only found out about the party when she ran into another friend at the park, who asked her if she was going to the party. My sister was crying because her feelings were hurt. I tried to make my sister feel better by telling her about a time when I was not invited to a party. I was able to give my sister advice because I had been through the same experience. I knew how she was feeling because I had felt the same way.

Ask the students if they have ever been in a situation where they knew exactly how the other person was feeling because it happened to them too.

Depending on time, encourage students to share their experiences.

Explain to students that empathy is the ability to “put yourself in someone else’s shoes.” Empathy means understanding how another person feels because you have the same feelings or are able to imagine what it would feel like to be that person.

Working in pairs, students will be given a short scenario about a social situation. They should (1) describe how that person may be feeling and (2) discuss ways they can make that person feel better.

“Today, we will work in pairs and come up with ways that we can show someone else we understand and care about how they are feeling. You will learn about something that has happened to someone and then write down some ways you think he/she may be feeling and some things you can do or say to make the person feel better. It helps to think about how you would feel if these things happened to you. That can give you a good idea about how someone else may feel in a similar situation.”

Hand out *How Would I Feel if ... Scenarios* (three different scenarios, distributed one per pair.) Ask students to work together and come up with ways they think the person could be feeling and ways they can show that person they care.

Give students about 10 minutes to work together and then spend a few minutes sharing each other's ideas.

Extension of Activity

Ask students to think about the negative consequences for not showing sympathy in each of these situations (i.e., What could happen if no one helped the person?).

Activity 4: (Grades 6 – 8)

Building Empathy

Empathy is a skill that can be taught effectively to children of all ages and is a key component in creating safe and respectful school environments. This activity will help students understand what empathy means and develop a greater sense of other people's feelings.

Objectives

- Students will be able to define and understand the concept of empathy.
- Students will practice seeing situations from different perspectives.
- Students will learn how to reach out to others who need support.

Materials

- Chalkboard or whiteboard and writing utensil
- *Showing Empathy* (handout)
- Pens/pencils

Activity

Begin activity by writing the word “*Empathy*” on the board and asking the students as a group to share what they think the word means. Record student responses on the board.

If students need your help understanding the concept, *empathy* is the ability to “put yourself in someone else’s shoes.” Empathy means understanding how another person feels, because you have the same feelings or are able to imagine what it would feel like to be that person.

Ask students why they think it is important to show empathy toward another person.

Tell students you will be asking them to think about ways they can reach out to others. Using the *Showing Empathy* (handout), students will work in pairs to brainstorm ways of how they could show empathy toward the person in the scenario. For each of the two situations, they will also write down a possible outcome if they did not show empathy toward the person.

Give students about 10 minutes to complete worksheet and then discuss some of the ideas they came up with as a group. Record student responses on the board.

Lesson adapted from The Nemours Foundation/KidsHealth in the Classroom, Teacher's Guide Grades K – 2 and 3 – 5, Personal Health Series. www.KidsHealth.org/classroom.

Activity 5: (Grades K – 3) Building Empathy Part II

Students will build on their knowledge of *empathy* through role-playing and exploring different ways to respond to people depending on how they are feeling.

Objectives

- Students will learn what *empathy* means.
- Students will become familiar with the feelings and perspectives of others.
- Students will explore ways to respond to people depending on how they are feeling.

Materials

- Chalkboard or whiteboard and writing utensil
- *How Would I Feel if ... Scenarios* (handout)
- Pens/pencils/markers

Activity

Remind students about previous activity *“Yesterday, we talked about different kinds of feelings that people can have, such as feeling happy, sad and scared. Today, we are going to talk more about feelings and the ways people feel in different situations.”*

Write the word *empathy* on the board. Tell students that *empathy* means you can think about and understand how other people are feeling. *Empathy* is an important part of being a good friend and getting along with other people because it allows us to understand what our friends are feeling when something happens to them.

Working in pairs, students will be given a short scenario about a social situation. They should (1) describe how that person may be feeling and (2) ways they can make that person feel better.

“Today, we will work in pairs and come up with ways that we can show someone else we understand and care about how they are feeling. You will learn about something that has happened to someone and then write down some ways you think he/she may be feeling and some things you can do or say to make the person feel better. It helps to think about how you would feel if these things happened to you. That can give you a good idea about how someone else may feel in a similar situation.”

Hand out *How Would I Feel if ... Scenarios* (three different scenarios, distributed one per pair) and read through the scenarios with students. Ask students to work together and come up with ways they think the person could be feeling and ways they can show the person that they care.

Give students about 10 minutes to work together and then spend a few minutes sharing each other’s ideas.

For younger students (K – 1), instead of handing out the scenarios, teacher may want to do this as a group activity, talking about each scenario separately, and record student responses on the board.

Extension of Activity

Ask students think about the negative consequences for not showing sympathy in each of these situation (i.e., What could happen if no one helped the person?).

Activity 5: (Grades 3 – 5) **Awareness Creates a Safer Classroom**

Through a short survey and follow-up discussion, students will increase their awareness of bullying and come up with ways to take a more active role in reducing bullying in their classroom.

Objectives

- Students will become more aware of their peers experience with bullying.
- Students will create anti-bullying goals to improve classroom climate.

Materials

- *Bullying Survey* (handout)
- Pencils/pens
- Chalkboard or whiteboard and writing utensil

Activity

Students will take a short, anonymous survey, where they will reflect on their own social experiences.

While students are filling out the surveys, teacher should write each question on the board, leaving space for tally marks next to YES column and NO column.

When all the surveys have been completed, the teacher will tally the data on the board for students view and discuss.

To help students process the information, review the number of students who responded *Yes* and *No* to each question, and prompt students to summarize what the data means. For instance, according to our data, 10 students in this class have been threatened and five have not. What does that mean?

Questions for Further Discussion

- Are there more bullies or victims in this class?
- If the experiences in this class are representative of the students in the whole school, do you think there are more bullies or more victims?
- Do you think bullying is a serious problem in our school? Why/why not?
- Have you ever seen adults in this school deal with bullying? Has it helped stop the bullying? Why/why not?

Ask students to come up with several (realistic) ways that they can take an active role in preventing bullying in their class. Record responses on the board.

Lesson adapted from www.TEACHINGTOLERANCE.org classroom activities on bullying.

Activity 5: (Grades 6 – 8) Awareness Creates a Safer School

Through a short quiz and follow-up discussion, students will increase their awareness of bullying and come up with ways to take a more active role in reducing bullying in their school.

Objectives

- Students will increase their knowledge about issues related to bullying.
- Students will come up with several concrete ways they can become involved in preventing bullying in their school.

Materials

- *Bullying Quiz* (handout)
- *Answer Key to Bullying Quiz* (handout)
- Pencils/pens
- Chalkboard or whiteboard and writing utensil

Activity

Students will take a short quiz related to bullying and then discuss the questions as a group.

Questions to Guide Discussion

- Do you think bullying is a serious problem in our school? Why/why not?
- How do you think bullies feel when they put down someone else?
- Do you think it is possible to help bullies feel empathy (understand the victim's feelings)? Why/why not?
- If you have ever bullied someone else, what made you do it? What made you stop?
- How have you seen adults in this school deal with bullying? Has it been effective in stopping the bullying? Why/why not?

Ask students to come up with several (realistic) ways that they can take an active role in preventing bullying in their school. Record responses on the board.

Lesson adapted from www.TEACHINGTOLERANCE.org classroom activities on bullying.

***For each lesson, teachers should keep track of activities and responses that were generated from discussion and recorded on the board. At the end of the week, teachers can combine this material into a book or some other literary project to display the material generated from the lessons throughout the week.**

Content contributed by Erica Maniago, Ph.D.



I HELP OTHERS FEEL WELCOME WHEN I ...

Staying Safe Strategies

Say what you feel

Ask for help

Find a friend

Exit the area

Say what you feel

When someone is bullying you, it's OK to feel sad, scared and angry. A great way to let the bully know you don't like how they are treating you is to tell them how their words or actions make you feel. Start your sentence by saying "When you say/do _____ to me, it makes me feel _____."

Ask for help

Asking for help is not tattling. There may be times when you are being bullied and you do not feel that you can handle it on your own. Asking an adult for help is a way of taking care of yourself and staying safe. If you are being bullied and feel scared that you may get hurt or the bullying is getting worse, talk to a teacher or other trusted adult about what is going on.

Find a friend

If you are being bullied, try to find a friend or other people to hang out with. Spending time with people who make you feel good is important and can prevent future bullying since many bullies prefer to pick on kids who are alone because it's safer for them.

Exit the area

Sometimes just walking away from the person who is picking on you is the best way to end things. Bullies bully to get kids upset. It's OK to feel upset, but if you can walk away, then the bully doesn't have to know that he/she upset you. Walking away can also prevent the teasing from getting worse.

Guidelines adapted from GLSEN & NAESP's (2007) No Name-Calling Week Lessons for Building a Bully-Free Building: <http://www.nonamecallingweek.org/>

What's a Bystander to Do?

Dan's story:

I was on my way to class when Scott, a friend of mine, knocked my backpack on the floor. I looked at him with surprise, because he was supposed to be a friend of mine. "What'd ya do that for?" I asked. Scott just looked at me, laughed and kicked my bag closer to a group of boys standing near the lockers. The boys grabbed my bag, opened it up and emptied all the contents on the floor. They all got down on their hands and knees and started looking through my stuff laughing and making fun of me! It was so embarrassing. I had private stuff in there! Stuff that I didn't want everyone to see. It was between classes so the hallway was filled with other kids, many who stopped to watch what was going on.

Imagine you are one of the kids who walked by Dan getting bullied.

What are some things that you could do that may make the situation worse for Dan?

What are some things that you could do to help Dan?

How Would I Feel If ... Scenarios

Think about how you would feel if this happened to you and what kinds of things could someone else say or do to show they care?

The boy sitting next to you at school just told you his dog died.

How is he feeling?



How can I show him I care?

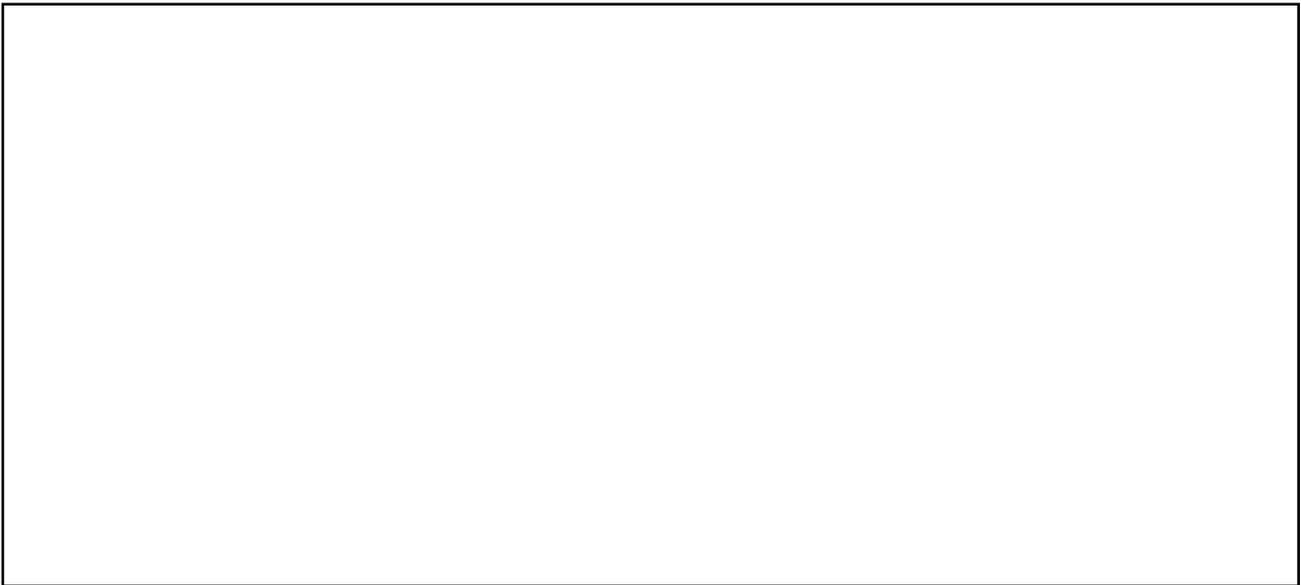


How Would I Feel If ... Scenarios

Think about how you would feel if this happened to you and what kinds of things could someone else say or do to show they care?

You see a girl getting teased at recess.

How is she feeling?



How can I show her I care?

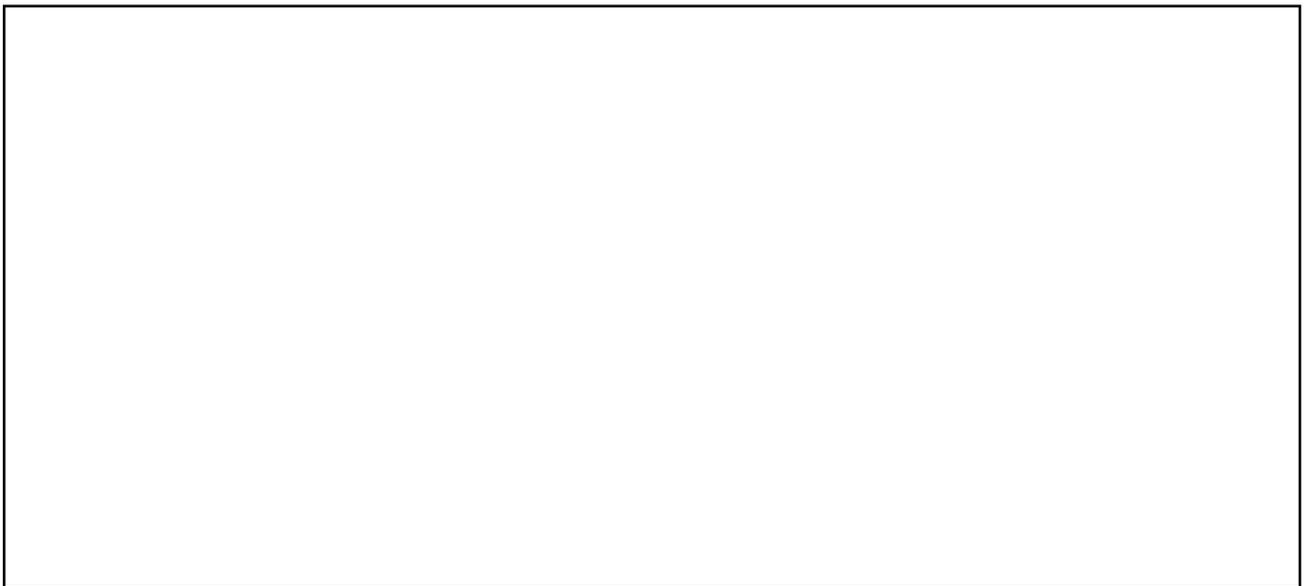


How Would I Feel If ... Scenarios

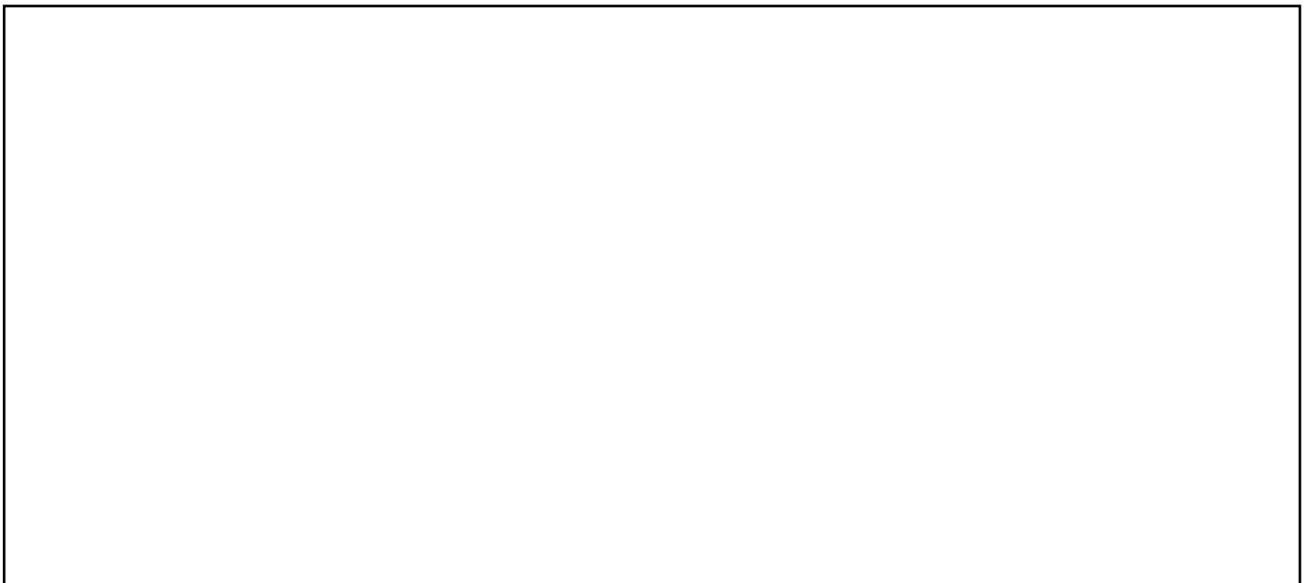
Think about how you would feel if this happened to you and what kinds of things could someone else say or do to show they care?

You watch one of your friends perform in the school play and they forget their lines.

How is she/he feeling?



How can I show her/him I care?



Showing Empathy

Instructions: Imagine that each of these two situations happened to you. In the space provided, write down ways you could show empathy and a possible outcome if you did not.

Over the summer, a kid your age moved into your neighborhood and you and some other guys became friends. It's now the first day of school and while walking into the cafeteria with your best friend, you see the kid sitting alone. You make eye contact and begin to smile, but your best friend sees and says, "Oh no! Do you know each other? That kid is in my class and is so annoying!" The kid sees your friend's reaction and turns away, looking really sad.

Show Empathy: _____

Don't Show Empathy: _____

Your best friend has recently started to pick on another student in the class. At first, you thought it was funny, but lately, the teasing has gotten meaner and meaner. You can tell that the student is becoming more and more upset, but other kids in the class think it's funny.

Show Empathy: _____

Don't Show Empathy: _____

Bullying Quiz

Instructions: Answer each True or False question as best as you can.
This will NOT be turned in or graded.

If you are bullied, it's best to handle it alone: True False

Bullies have trouble making friends: True False

Most bullies stop acting aggressively when they are adults: True False

Most students who bully are insecure: True False

Almost 1/3 of American teens are involved in bullying: True False

Most kids who get bullied are good students: True False

Bullies do poorly in school compared to others who don't bully: True False

Bystanders often refuse to stay friends with kids who are bullied and feel guilty for not reporting the bullying: True False

Less than 10% of American teens admit to bullying others: True False

Contrary to stereotypes, male bullies are not usually bigger and stronger than their peers: True False

Quiz adapted from: www.TEACHINGTOLERANCE.org.

Bullying Survey

Instructions: Do NOT put your name on this survey. Answer questions as honestly as you can about experiences you have had with your friends and classmates. When complete, fold survey in half and turn in to the teacher.

Has anyone ever hit, kicked or pushed you on purpose? Yes No

Has anyone ever told you that you can't be friends? Yes No

Has anyone ever threatened you? Yes No

Has anyone ever been mean to you because of how you look? Yes No

Did you tell anyone about these incidents? Yes No

Have you ever seen anyone else being bullied? Yes No

Have you ever bullied someone else? Yes No

Bullying Survey adapted from www.TEACHINGTOLERANCE.org.

Answer Key to Bullying Quiz

Key:

False. Stopping bullying is the responsibility of the whole school, including teachers, custodians, students, administrators, cafeteria workers, bus drivers and crossing guards. Always seek an adult if you are bullied and stay safe by sticking close to friends.

False. Bullies often make friends easily, particularly with other aggressive students, who then may all bully together.

False. Approximately 60% of bullies have been in contact with the law. People's behavior carries over into adulthood.

False. Most bullies actually have been found to have confidence and good levels of self-esteem.

True. Surveys have found about 13% admit to bullying, 11% admit to being bullied and 6% have been bullied as well as bullied others.

False. Students who are bullied may avoid school or have trouble concentrating. They may also develop depression or anxiety.

True. Many times, the problem behaviors that are related to bullying are things such as impulsiveness, disliking school, getting into trouble often.

True. Witnessing an act of bullying can have negative consequences even if you are not the one being bullied.

False. See # 5.

False. Male bullies are usually bigger and stronger than their victims.

Quiz adapted from: www.TEACHINGTOLERANCE.org.

**Bullying Awareness Week
Modules for High School Students**

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Bullying Awareness Week Modules for High School Students

Activity 1 Bullying 101

Through a short quiz and follow-up discussion, students will increase their awareness of bullying and the reasons why people bully.

Objectives

- Students will increase their knowledge about issues related to bullying.
- Students will become aware of some reasons why bullying happens.

Materials

- *Bullying Quiz* (handout)
- *Answer Key to Bullying Quiz* (handout)
- Pencils/pens
- Chalkboard or whiteboard and writing utensil

Activity

First, students will take a short quiz related to bullying and then discuss the questions as a group. Students will then be asked to think about the reasons why bullies bully.

- *Bullies bully because they do not feel very good about themselves. Some people think that being mean and putting other people down will make them feel better inside.*
- *Bullies also bully because they may not know a better way to make friends. Some people have a hard time making friends and have found that people are nice to them when they are mean.*

Ask students why they think people are nicer to bullies?

- *Fear of being picked on too.*

Additional Questions to Guide Discussion

- Do you think bullying is a serious problem in our school? Why/why not?
- How do you think bullies feel when they put down someone else?
- Do you think it is possible to help bullies feel empathy (understand the victim's feelings)? Why/why not?
- If you have ever bullied someone else, what made you do it? What made you stop?

**For each activity during the week, teacher should assign a student to record main points of discussion and all responses that teacher put on board for the final project at the end of the week. A student can be appointed to be the recorder for each activity during the week.

Ideas for final project: Group presentations to teach issues on bullying; book or Web-based literary project covering issues discussed over week; as a class/grade, create anti-bullying initiative for the school; plan a workshop to raise awareness on bullying for elementary or middle-school students in nearby school.

Lesson adapted from www.TEACHINGTOLERANCE.org classroom activities on bullying.

Activity 2 Cyber-bullying

Students will explore the impact cyber-bullying can have on youth and learn ways to deal with this type of bullying.

Objectives

- Students will become familiar with online behaviors that can be considered cyber-bullying.
- Students will identify solutions for dealing with a cyber-bullying incident.

Materials

Chalkboard/white board and writing utensil

Jessica's Revenge, Cyber-bully Scenario (handout)

<http://www.stopcyberbullying.org/teens/index.html> (if Internet access is available in classroom)

Activity

As a group, students will discuss their views of social networking sites, such as Facebook or MySpace. Students should be encouraged to come up with both the negative and positive qualities that these types of sites offer and teacher should make a chart to highlight both qualities on the board.

Questions for Discussion

- What are the good features that these types of sites have to offer teens? (*i.e., allow people to stay in touch with friends, share information and pictures*)
- What problems can teens encounter on these sites? (*i.e., used as sources of bullying, revealing too much private identity information about oneself, unsafe because may not know real identity of person communicating with*)
- Has anyone ever personally experienced any problems with these types of sites?

Distribute *Cyber-bullying Scenario* handout to students and have them work individually, in pairs or small groups to complete.

If Internet access available in classroom, visit

<http://www.stopcyberbullying.org/teens/index.html> and have students develop a list of strategies on how best to deal with cyber-bullying incidents. Depending on Internet and computer availability, students can work in pairs or small groups.

Allow time for students to share their responses to the *Cyber-bullying Scenario* handout as well as findings from the www.stopcyberbullying.org site.

Lesson adapted from www.cybersmartcurriculum.org classroom lessons on cyberbullying grades 9–12.

Activity 3 Empowering the Bystander

Students will learn about the role bystanders play in bullying situations, positive ways to respond as a bystander and will develop an ethical pledge for bystander behavior.

Objectives

- Students will be able to define bystander and distinguish the difference between helpful and harmful bystander behavior.
- Students will create a *Bystander to Bullying Pledge*.

Materials

- Chalk board/whiteboard and writing utensil
- *What's a Bystander to Do?* (handouts)
- *The Bullying Circle* (handout) http://www.bullyingprevention.org/repository//BestPractices/PDFs/olweus_bullying_circle.pdf
- *Bystander to Bullying Pledge* (handout)
- Poster board to display final edition of *Bystander to Bullying Pledge* and enough room for student signatures
- Markers for student signatures

Activity

Students should read silently either Dan's or Noel and Bridget's story on the *What's a Bystander to Do?* handout (Dan's has to do with physical bullying and Noel and Bridget's has to do with cyber-bullying. Depending on time and issues pertinent in school, use one or both for activity.)

Write the word *bystander* on the board and ask students to define (*person(s) not involved in doing the bullying or the target, but caught somewhere in between*).

Teacher may want to refer to *The Bullying Circle* handout to help generate a discussion on bystander behavior and illustrate the different roles bystanders can play.

Using Dan's and/or Noel and Bridget's story, discuss how common it is for bystanders to watch but not do anything to stop the bullying (such as the Potential Witnesses, Disengaged Onlookers, Passive Supporters and even the Active Supporters on *The Bullying Circle* handout). Ask student why they think this happens.

- Takes a lot of courage to be the one person in a group to do something different than rest of the group. They may fear that if they speak up, the bully will turn on them.
- Bystander Effect: A psychological phenomenon where people are less likely to help someone in need when other people are around. This happens because people (1) are less likely to notice the problem (when lots of people around), (2) less likely to interpret it as a problem (since other people are not reacting, why should they?) and (3) less likely to assume responsibility (belief that someone else will act).

Have students share their experiences being a bystander to bullying. How did they feel? Did anyone speak up or do something different? If so, what happened, what was that like? If not, why not?

Using the *What's a Bystander to Do?* handout ask students to write down some things they think a bystander could do to make it worse for Dan and/or Bridget and things to help him/her.

On the board, create a class chart to organize points made:

- Actions Bystanders Take to Make Things Worse (laughing, nothing, encouraging bully to do it again, forwarding email to other students, printing out a copy to display some where else)
- Actions Bystanders Take to Make Things Better (distract the bully so victim has a chance to escape; stand up to bully and tell him/her to back off; help the student being bullied, such as asking them to play; stand next to the victim to show your support; sit with victim at lunch or in class; tell an adult or offer to go with victim to report bullying; refuse to go along with bully if recruited to help; delete email)

Students will then create and sign a *Bystander to Bullying Pledge*, which will be displayed in the classroom.

Sample Pledge adapted from the Anti-defamation League's Pledge Against Bullying.

*I pledge to do my best to reduce bullying in my school or community.
I will continue to learn about bullying, so that I am prepared to recognize, prevent and intervene when it occurs. I have a responsibility as a bystander to protect other kids from being bullied and thus will reach out and lend my support when I see it happening.
I firmly believe that even one person can make a difference.*

Lesson adapted from Cybersmart! Curriculum at <http://cybersmartcurriculum.org>.

Activity 4

Empathy Building

Empathy is a skill that is a key component in creating safe and respectful school environments. This activity will help students understand what empathy means and develop a greater sense of other people's feelings.

Objectives

- Students will be able to define and understand the concept of empathy.
- Students will practice seeing situations from different perspectives.
- Students will learn how to reach out to others who need support.

Materials

- Chalkboard or whiteboard
- Writing utensil
- Blank sheets of paper
- Pens/pencils

Activity

Begin activity by writing the word “*empathy*” on the board and asking the students as a group to share what they think the word means. Record student responses on the board.

If students need your help understanding the concept, *empathy* is the ability to “put yourself in someone else’s shoes.” Empathy means understanding how another person feels because you have the same feelings or are able to imagine what it would feel like to be that person.

Ask students why they think it is important to show empathy toward another person.

Tell students you will be asking them to think about ways they can reach out to others. Have students work in pairs, and come up with three to four situations where they either personally witnessed or heard about something happening to a person they knew. Tell students to brainstorm ways that they could show empathy toward the person in the scenario and to write down possible outcomes for showing empathy and for not showing empathy toward the person.

When students are done, have each pair present one or two situations and the ideas they came up with. Record student responses on the board.

Activity 5

Creating a Safer School

Students will identify areas of their school where they feel most vulnerable and come up with ways to take a more active role in reducing bullying in their school.

Objectives

- Students will explore their school building and recognize qualities that impact student safety.
- Students will learn about different ways to deal with bullying.
- Students will develop concrete ways they can become involved in preventing bullying in their school.
- Students will identify ways to make their school a safer place.

Materials

- *Bullying Survey* (handout)
- Poster board or other large piece of pain paper
- Markers

Activity

1: Students will fill out *Bullying Survey*.

2: Students will draw (or teacher can prepare in advance) a map of the school (can be a simple rectangle with the landmarks drawn in).

Create a legend for map, assigning certain colors to signify different levels of “safe zones” in the school (e.g., Red = hot spot or unsafe zone; Orange = sometimes zone, where bullying occurs sometimes; Blue = cool spot or safe zone).

Ask students to use colored markers to identify the zones or areas on map that are associated with the colors in the legend.

Discuss results of survey and map with students. During discussion, may want to tally student responses to survey by asking students to raise their hand if they marked a particular item.

Sample questions:

- Why do you think bullying occurs more often in some places in the school than in others?
- What are the similarities about the places that you chose as “hot spots” or “safe zones”?
- How have you seen adults in this school deal with bullying? Has it been effective in stopping the bullying? Why/why not?
- Why do you think talking about bullying prevention in school would be helpful?

Explore ways to improve the zones where bullying occurs and things students can do to prevent bullying in their school.

Sample questions:

- What could be done to make the zones safer?
- What are some things that you think you could do if you come across bullying?
- What could adults do that would be helpful in stopping and preventing bullying in school?

Ask students to come up with several (realistic) ways that they can take an active role in preventing bullying in their school. Record student responses, highlights of discussion and creative suggestions/solutions.

Content contributed by Erica Maniago, Ph.D.

Bullying Quiz

Instructions: Answer each True or False question as best as you can. This will NOT be turned in or graded.

If you are bullied, it's best to handle it alone: True False

Bullies have trouble making friends: True False

Most bullies stop acting aggressively when they are adults: True False

Most students who bully are insecure: True False

Almost 1/3 of American teens are involved in bullying: True False

Most kids who get bullied are good students: True False

Bullies do poorly in school compared to others who don't bully: True False

Bystanders often refuse to stay friends with kids who are bullied and feel guilty for not reporting the bullying: True False

Less than 10% of American teens admit to bullying others: True False

Contrary to stereotypes, male bullies are not usually bigger and stronger than their peers: True False

Quiz adapted from: www.TEACHINGTOLERANCE.org.

Answer Key to Bullying Quiz

Key:

False. Stopping bullying is the responsibility of the whole school, including teachers, custodians, students, administrators, cafeteria workers, bus drivers and crossing guards. Always seek an adult if you are bullied and stay safe by sticking close to friends.

False. Bullies often make friends easily, particularly with other aggressive students, who then may all bully together.

False. Approximately 60% of bullies have been in contact with the law. People's behavior carries over into adulthood.

False. Most bullies actually have been found to have confidence and good levels of self-esteem.

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False. Students who are bullied may avoid school or have trouble concentrating. They may also develop depression or anxiety.

True. Many times, the problem behaviors that are related to bullying are things such as impulsiveness, disliking school, getting into trouble often.

True. Witnessing an act of bullying can have negative consequences even if you are not the one being bullied.

False. See # 5.

False. Male bullies are usually bigger and stronger than their victims.

Quiz adapted from: www.TEACHINGTOLERANCE.org.

Cyberbullying Scenario Jessica's Revenge

Jessica and Carolyn used to be best friends. A few weeks ago, Jessica found out that Carolyn had told some personal stuff about her family to another girl in their grade. She was so mad. She decided to get back at her by inviting a few friends for a sleepover and elicited their help in posting embarrassing stuff about Carolyn on Facebook, including a picture that Jessica had taken of Carolyn when her face was all puffy from an allergic reaction to something she had eaten.

Jessica told people she was doing this to teach Carolyn a lesson. Do you think her actions are justified? Why/why not?

What are some other ways that Jessica could have dealt with her angry feelings toward Carolyn?

What could the other girls have been thinking about when they helped Jessica post that stuff about Carolyn?

What can Carolyn do when she sees the posts?

What's a Bystander to Do?

Dan's story:

I was on my way to class when Scott, a friend of mine, knocked my backpack on the floor. I looked at him with surprise, because he was supposed to be a friend of mine. "What'd ya do that for?" I asked. Scott just looked at me, laughed and kicked my bag closer to a group of boys standing near the lockers. The boys grabbed my bag, opened it up and emptied all the contents on the floor. They all got down on their hands and knees and started looking through my stuff laughing and making fun of me! It was so embarrassing. I had private stuff in there! Stuff that I didn't want everyone to see. It was between classes so the hallway was filled with other kids, many who stopped to watch what was going on.

Imagine you are one of the kids who walked by Dan getting bullied.

What are some things that you could do that may make the situation worse for Dan?

What are some things that you could do to help Dan?

What's a Bystander to Do?

Noel and Bridget's story:

Noel and Bridget are in the 10th grade and have been friends since the first day of high school. Bridget had a slumber party last weekend and invited all her friends, except for Noel. When Noel found out, she was angry and hurt. To get back at her, she decided to upload a photo from her cell phone of Bridget sitting on the toilet that she had taken as a joke and forgot to delete. She sent the picture to everyone on her buddy list.

What might the other kids who received the email think or do?

What are other ways that Noel could have handled her hurt feelings?

What would you advise Bridget to do when she sees the email?