



# Educator Guide: Act Now! Activity

## **Recommended for Grades:**

6<sup>th</sup>

## **Time:**

30 minutes

## **Prerequisite:**

For students to be successful in the Act Now! Activity, students would benefit from participating in the following activity:

- Welcome to Newbridge Activity (6<sup>th</sup> - 8<sup>th</sup> grade)

## **National Health Education Standards:**

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.
- Standard 8: Advocate to promote health and well-being of self and others.

## **Learning Objectives:**

After completing this activity students will be able to:

1. Describe two ways to help a victim in a bullying situation.
2. Describe one way to stand up for themselves in a bullying situation.
3. Describe at least two effects of bullying on the victim, bully and the bystanders.
4. Distinguish between snitching and telling.
5. State two different comebacks in response to two different bullying situations.

## **Activity Description:**

In this activity students will learn about bullying while playing the role of three Newbridge Middle School students. They will be choosing their responses during conversations related to bullying. The decisions made during the activity affect their outcome.



## Pre and Post-Test Questions:

Use the following questions with your students in any way that you see fit (on paper, using a survey tool, etc.) You may choose to combine questions from various lessons and activities that your students participate in. Correct answer choices are bolded.

1. Telling an adult about a bullying situation is considered snitching.
  - a. True
  - b. False**
  
2. Which of the following is a possible long-term effect of bullying others?
  - a. Getting in trouble with the law**
  - b. Higher grades in college
  - c. Popularity and lots of friends
  - d. All of the above
  
3. Which of the following is an example of how bullying can affect the victim?
  - a. He or she gets better grades.
  - b. He or she is afraid to go to school.**
  - c. He or she feels more confident.
  - d. He or she makes friends to protect themselves.
  
4. You see someone at school being bullied. What can you do to help?
  - a. Walk away.
  - b. Go find an adult.**
  - c. Laugh along quietly.
  
5. You tell an adult about someone making fun of you and he or she tells you to just laugh it off. What should you do?
  - a. Laugh it off the next time it happens.
  - b. Find another adult to talk to.**
  - c. Nothing
  - d. All of the above
  
6. Which of these is an example of an assertive comeback?
  - a. Knock it off!**
  - b. I completely agree!
  - c. Say nothing and walk away.

The following questions can be used to measure your students' thoughts and attitudes about bullying. Most desirable answer choices are bolded.

1. I feel safe from bullies at my school.
  - a. **Strongly Agree**
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  
2. Most students who get bullied bring it on themselves.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. **Strongly Disagree**
  
3. Bullying is just a normal thing kids go through.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. **Strongly Disagree**
  
4. Bullying helps people by making them tougher.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. **Strongly Disagree**
  
5. Adults in my life do enough to stop bullying at my school.
  - a. **Strongly Agree**
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  - e. I don't think bullying is a problem at my school.
  
6. If someone tells an adult that they are being bullied and it gets the bully in trouble, the bullying will probably get worse.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. **Strongly Disagree**

7. If you witnessed someone else being bullied, how likely would it be for you step in and say something to help them?

- a. **Very likely**
- b. Likely
- c. Unlikely
- d. Very unlikely

8. If you said something to help someone being bullied, how likely do you think it would work to make the situation better?

- a. **Very likely**
- b. Likely
- c. Unlikely
- d. Very unlikely

9. If you were bullied by someone at your school, how likely would it be that you would tell someone to get help?

- a. **Very likely**
- b. Likely
- c. Unlikely
- d. Very unlikely

### **Vocabulary:**

Use the following list of vocabulary as a reference for yourself and your students as you complete the Act Now! Activity. You may choose to use this list in any way that fits your needs.

- Anti-bullying campaign – a school-wide campaign created to eliminate bullying
- Bully – someone who uses their power to pick on, or harm others repeatedly and on purpose
- Bystander – someone who sees bullying happening
- Comeback – a way to stand up for yourself verbally without being aggressive
- Cyberbullying – the use of technology (cell phone, tablet, computer, etc.) to bully
- Friend – someone who likes you for who you are, is there to help you when you need them and supports you
- Respect – having consideration for other people
- Trusted adult – a grown-up you can go to for help
- Victim – someone who is bullied by others
- Zink the Zebra – a zebra who has spots instead of stripes

# Supplemental Activity: 6 Minute Scripts

## Objectives:

After completing this activity students will be able to:

- Demonstrate two ways, through role-playing, to help a victim in a bullying situation.
- Demonstrate one way, through role-playing, to stand up for themselves in a bullying situation.
- Demonstrate, through role-playing, how to ask an adult for help in a bullying situation.

## Materials Needed:

- Lines of dialogue (included below)
- Props (can be items from the classroom or, if students agree, personal items like phones or backpacks)

## Time Required:

60 minutes

## Instructions:

In this activity students will be working in groups to write scripts about bullying situations and how to handle those situations. They will then act out these scripts.

Write several single lines of dialogue on the board. Here are some examples. Feel free to use your own ideas.

Lines of dialogue:

- “Can’t your parents afford to buy you nice stuff?”
- “Did you flunk like three grades of school or something?”
- “What’s with your face? You’re so weird looking.”
- “Why do you talk to people that way?”
- “I don’t want to be treated like that.”
- “It’s not that hard to treat someone with respect.”
- “Making snap judgments doesn’t help anyone.”
- “Stop it! You wouldn’t want to be talked to that way.”

Place several classroom items in a visible location at the front of the room (a textbook, an eraser, a computer mouse, etc.) Invite any students who are willing to contribute a personal item to the group of props (a cell phone, a backpack, a piece of jewelry, etc.) to do so.

Divide students into small groups and instruct each group to write a short script about a bullying situation that uses one of the lines of dialogue on the board and one of the props at the front of the room. Explain that the script must depict one of three bullying situations: helping a victim, standing up for yourself or getting help from an adult. Tell the students that they will have six minutes to create their scripts and six minutes to practice their scripts.

Bring the class back together and allow each group to perform. After each group finishes, ask the rest of the class to identify the bullying situation being portrayed, how the situation was resolved and evaluate whether the resolution was appropriate and likely to be successful long-term.

Once all groups have performed, hold a brief class discussion reinforcing the following points that were presented in the Act Now! Activity:

- Help victims who are in bullying situations.
  - Sometimes the best thing you can do for a person who is being bullied is just to be there for him or her and to be a friend.
    - Agree to walk home with them after school.
    - Sit with them on the bus or at lunch.
    - Include them in your school or social activities.
    - Spend some time with them and trying to understand what they are going through.
- Stand up for yourself in a bullying situation.
  - Stand up to the person doing the bullying.
    - If you feel safe, tell the person who is bullying you that what they are doing is wrong and that they should stop.
    - Keep it simple. You could just say, "Cut it out. Nobody thinks that's funny."
    - If you can, get some friends to help you. When kids who bully see that other kids don't think it's cool, they are more likely to stop.
- Ask an adult for help in a bullying situation.
  - Report the bullying to an adult.
    - You could tell your teacher, school counselor, school nurse, parents, coach or any adult you feel comfortable talking with.
    - Remember, telling an adult about bullying is not snitching!

# Supplemental Activity: Letter Response

## Objectives:

After completing this activity students will be able to:

- Write a response letter on bullying from the perspective of a bully, a victim and a bystander.

## Materials Needed:

- Paper and pen or computer

## Time Required:

30 minutes

## Instructions:

In this activity, students will be using the letter posted on the wall by the character Carrie in the Act Now! Activity. Their task is to write a response letter of their own that considers the original letter from the perspective of a bully, a bystander or a victim.

Encourage students to be creative in their responses by thinking about how bullies, bystanders and victims might respond to the situation described in the letter. If appropriate, allow students to brainstorm together about possible reactions.

Students can be assigned the role (bully, victim, bystander) to use while drafting their responses or they can be allowed to pick their own. If you choose the latter option, it could lead to a short class discussion later about why students made the choices they made.

Letter text:

Dear Students at Newbridge Middle School,

Getting off the bus was crazy today. I saw this group of girls make fun of this fat girl. Well, I guess she wasn't that fat. They made it seem like she was, though. They said something like no one will ever want to go out with her. It was kind of funny. But I guess it was really mean. Then at lunch, I saw them sitting together and talking. I don't know what's going on with those girls.

Sincerely,

The New Girl

# Handouts

Included on the following pages are additional resources that you and your students' families may find useful.

# Effects of Bullying

## Bullying Hurts Everyone

Children who are bullied may:

- Feel insecure
- Avoid school
- Have trouble learning

As they grow up, children who have been bullied may:

- Be depressed
- Have low self-esteem
- Have health problems
- Get poor grades
- Think about killing themselves

Those who have observed bullying may feel:

- Afraid
- Powerless to help
- Guilty for not helping
- Pressure to join in

Children who bully are more likely to:

- Get into fights
- Damage property
- Drop out of school

Children who bully often get involved in other behaviors like:

- Breaking rules
- Stealing
- Carrying a weapon
- Drinking alcohol and smoking at young ages

Repurposed from <http://www.stopbullying.gov> and <http://www.olweus.org/public/effects-bullying.page>

# How to Tell if Your Child May Be Involved in Bullying

## What Is Bullying?

Bullying is when someone hurts someone else on purpose. A lot of the time it happens more than once. Some things to know about bullying are:

- **There is a difference in power:** Kids who bully use their power to control or hurt someone's body or feelings. Their power might be strength or being more popular than others.
- **It is repeated:** Most of the time bullying happens more than once.
- **It is done on purpose:** Bullying happens when someone means to do it. If a child doesn't mean to bump into another child in the hall, that is not bullying.

Bullying includes actions like:

- Making threats
- Spreading rumors
- Hurting someone
- Not letting someone join a group

Bullying is learned, and respect must also be learned. Children copy what they see other children and adults doing. Try to set a good example.

## Signs Your Child Is Being Bullied

Look for changes in your child. Some children who are bullied may not show warning signs. Some signs that bullying might be a problem are:

- Unexplained injuries or bruises
- Lost or ruined clothes, books, school work, art or toys
- Headaches or stomachaches, feeling sick or faking illness to avoid school
- Changes in eating, like skipping meals or eating a lot
- Lower grades, loss of interest in school or not wanting to go to school
- Loss of friends or being left out
- More angry words or actions after seeing certain classmates or coming home from school
- Nervous behaviors like chewing nails or pulling out hair
- Becoming more withdrawn or fearful

## Why Don't Kids Ask for Help?

Many times, kids don't tell an adult that someone is hurting or scaring them. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless.
- They might not want to be seen as a tattletale.
- They may be afraid of the child who bullied them.
- They may be afraid they will get in trouble.
- They may fear losing friends.

## How Can You Find Out if Your Child Is Being Bullied?

Ask your child:

- Is something or someone scaring you or making you upset?
- Are you ever afraid to go to school? Why?
- Does anyone make you sad at school? Why?

## What Can You Do to Get Your Child Help?

If you think your child needs help, don't ignore the problem. To deal with bullying at school, work with teachers and other school staff.

Always start with the classroom teacher. If the problem continues, the next step is to go to other administrators (counselor, principal or superintendent). If the bullying is happening outside of school, talk with the adult in charge. This may be a coach, club advisor or group leader.

## Signs a Child May Be Bullying Others

A child may be bullying others if they:

- Are being bullied by someone at home, in the neighborhood or at school
- Get into physical or verbal fights
- Have friends who bully others
- Blame others for their problems and make excuses for their actions
- Test limits or break rules
- Need to control others and situations

## How to Tell if Your Child Is Showing Bullying Behaviors

You can:

- Attend parent teacher meetings.
- Ask your child how school is going.
- Ask your child about their friends.
- Watch your child play with others.

## If Your Child Needs to Talk to Someone

If your child is a victim or is showing bullying behaviors, they may need to talk to someone. Start with your child's school and see what resources they have. Check with your health care providers to see if they can share where you can find help.

Repurposed from <http://www.stopbullying.gov>. More information for parents and caregivers, children and educators may be found at this site.



# Snitching Versus Telling

## Snitching and Telling Are Not the Same Thing

Snitching is when a child tells an adult about something another child did that is not going to hurt anyone. A lot of the time, it is about something that does not matter. It is done to get the other child in trouble.

Example: LaToya tells her teacher that she thinks Javon is looking at her in class.

Telling is when a child tells an adult about a serious situation where someone could get hurt.

Example: Joel hears Sam in the hall saying he's going to beat up his classmate. Joel finds Ms. Jones and tells her what he heard.

## Talk With Your Child about Snitching and Telling

Use these questions to get started.

1. Can you tell me about a time that you used telling to get help from an adult?
2. Can you tell me about a time that you snitched to try to get someone in trouble? Have you ever heard someone else snitch?

Repurposed from Bullying Prevention Program, WI Department of Public Instruction  
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# Comebacks

## Three Types of Comebacks

Using assertive comebacks allows you to stand up for yourself without getting into a fight. Using the example of being told, "You're dumb," here are three types of comebacks:

1. No-reaction comeback: Say, "Thanks for sharing that with me.," "So what?" or, "Whatever." in a normal, flat tone of voice. This response works because it shows that the bullying is not upsetting you.
2. Agreement comeback: Say, "Yeah, but I was even dumber last week!" or, "If you say so." in a normal voice. This response works because you are not arguing with the person bullying you and that makes them feel less powerful.
3. Strong, assertive comeback: Say, "Knock it off!," "Back off!" or, "Leave me alone!" in a strong, assertive voice. Sometimes you need to be direct with the person bullying you and let them know that what they are doing is not ok.

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# Transcript

## Choose Character 1

Location: Cafeteria

Characters: Tom  ; Janelle  ; Freddie 

<b>Phone</b>	<i>Help</i>	Roll your cursor over the characters to hear their stories. Click a character to choose him or her.
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<b>Narrator</b>	Welcome to Newbridge. Please choose a character.
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<b>Player</b>	[Roll over one of three character images to activate VO introductions]
<b>Tom</b>	Hey, I'm Tom. Some people like me, but some people are haters. Whatever. It doesn't matter to me either way.
<b>Janelle</b>	I'm Janelle. I love hangin' out with Jay and Desiree, but you probably don't know them. You seem ok, though. Maybe we could hang out.
<b>Freddie</b>	My name's Freddie. But, don't call me Fred, and we'll be cool.
<b>Player</b>	[Select a character]

# Character 1, Interaction 1

Location: Cafeteria

Character: Ross



<b>Phone</b>	<i>Help</i>	What would you say to a friend who was making fun of something they know nothing about? Be confident. You can't control other people's actions, but you can be true to yourself.
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<b>Narrator</b>	Good morning, students. Today marks the beginning of Stop Bullying Week at Newbridge Middle School. First period starts in two minutes.
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<b>Ross</b>	Hey [Player character name]. Have you seen all this junk today about bullying and stuff?									
<b>Player</b>	Yeah. They have this character called Zink the Zebra.		There were a bunch of posters in my homeroom about respect.			It's about anti-bullying. There's a whole campaign about it.				
<b>Ross</b>	It's just dumb kids' stuff. A zebra? Seriously?		Announcements, class activities, posters ... I'm already sick of it.			Anti-bullying campaign? Like I'm trying to elect somebody?				
	<b>Prevent</b>		<b>Discourage</b>		<b>Allow</b>		<b>Encourage</b>		<b>Participate</b>	
<b>Player</b>	This is serious. You shouldn't judge just cuz you don't know about it.		It can't hurt, though. We might even get out of class.		For real. Aren't you gonna be late?		That's hilarious. You're so right.		I know, right? Why don't they just send all the losers to another school?	
<b>Ross</b>	Take it easy. I just wanna know more.		Yeah, probably. See ya later.		Oh man! I gotta go!		I'm puttin' up my own stuff: "Losers go home".		Yeah, we can name it Newbridge School for Exceptional Losers.	
<b>Player</b>	Me too.	All right then.	See ya!	Later!	Later!	See ya!	LOL!	ROFL!	Sounds like a plan!	LOL!

## Character 1, Interaction 2

Location: Classroom

Characters: Mandy  ; Ms. Augustine 


<b>Phone</b>	<i>Help</i>	Have you ever talked about someone behind their back? People sometimes get picked on because of the way they look, or their social status. It can do a lot of damage to gossip about someone, or to spread rumors.
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<b>Narrator</b>	Hope you're having a great day. Just a reminder: your fellow students are important. Stand up for someone who's not being treated right.
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<b>Mandy</b>	You know that Zink character? I think that new girl has a picture of that zebra on her backpack!									
<b>Player</b>	Yeah. I think I've seen that.			You mean that girl that transferred here?			I've seen her around. She's really quiet.			
<b>Mandy</b>	She probably has the stuffed animal at home, too.			Yeah, because at her old school she weired people out.			She's not going to make any friends if she acts like that.			
	<b>Prevent</b>		<b>Discourage</b>		<b>Allow</b>		<b>Encourage</b>		<b>Participate</b>	
<b>Player</b>	I don't know her, but I heard she had a hard time before.		I've never talked to her. She seems alright.		Whatever. I don't know her.		What does she expect here? People are definitely gonna mess with her.		I heard she freaked out on some kid and he had to go to the hospital!	
<b>Mandy</b>	Really? Maybe I'll ask her about it. She could be cool.		You think? I guess I could talk to her.		Yeah, don't worry about it.		Yeah, people like me!		For real? I gotta tell Marcus at lunch.	
<b>Player</b>	Yeah.	Good idea.	See ya!	Later!	Later!	See ya!	LOL!	ROFL!	Sounds like a plan!	LOL!

## Character 1, Interaction 3

### Location: Library

Character: Carrie (no voiceover) 

<b>Phone</b>	<i>Help</i>	A lot of people don't think it's a big deal to make fun of people online, but what about the victims? They might start avoiding other people altogether, or post mean comments back, or worse yet, seek revenge in real life. Millions of people use web-based devices. Be careful what you say and share online.
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<b>Narrator</b>	Hi there, Highlanders! Here's a helpful nugget of wisdom: when it comes to communicating, keep it clean. Respect your neighbor!
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<b>Player</b>	[Selects computer]				
<b>Player</b>	[Selects "Click here to log in", then selects "OK" twice]				
<b>Computer</b>	Hi, my name is Carrie. I'm new at this school. Uh, hi ... Is that Zebra ur boyfriend? What do u guys do 2gether??? I heard u go out w/anyone can I hit u up sometime?				
<b>Player</b>	[Selects "Post a message"]				
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	Back off! She's new here. Give her a chance.	Y would u all post responses that r so stupid?	Yo. Welcome to Newbridge.	lol yr posts are ridonkulous!	Guess what Carrie – we don't want u here!!!

**Choose Character 2**  
**Location: Cafeteria**

Characters: Tom  ; Janelle  ; Freddie 

(Whichever two characters not chosen before will remain on screen to choose from.)

<b>Phone</b>	<i>Help</i>	Roll your cursor over the characters to hear their stories. Click a character to choose him or her.
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<b>Narrator</b>	Hi there. It's time to pick a new character.
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<b>Player</b>	[Roll over one of three character images to activate VO introductions]
<b>Tom</b>	Hey, I'm Tom. Some people like me, but some people are haters. Whatever. It doesn't matter to me either way.
<b>Janelle</b>	I'm Janelle. I love hangin' out with Jay and Desiree, but you probably don't know them. You seem ok, though. Maybe we could hang out.
<b>Freddie</b>	My name's Freddie. But, don't call me Fred, and we'll be cool.
<b>Player</b>	[Select a character]

## Character 2, Interaction 1

### Location: Hallway

Character: Dane 

<b>Phone</b>	<i>Help</i>	If you're being bullied, don't physically fight back. If it feels safe, stand up to the person. Keep it simple, and try to stay calm. Bullies like it when you get mad. It shows them they're having an effect on you.
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<b>Phone</b>	<i>Video</i>	<ul style="list-style-type: none"> <li>• The Truth About Being a Bully</li> <li>• Bully Interview</li> </ul>
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<b>Narrator</b>	Hi-de-ho, Newbridge students. Remember, we don't tolerate physical aggression here. Surely you can think of more constructive ways to solve your problems, like talking it out.
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<b>Dane</b>	Where do you think <i>you're</i> goin'?									
<b>Player</b>	Class.			Nowhere.			Leave me alone.			
<b>Dane</b>	No you're not. Now what're you gonna do?			Looks like you're goin' somewhere. Now what?			I just wanna talk. Don't you wanna talk to me?			
	<b>Prevent</b>		<b>Discourage</b>		<b>Allow</b>		<b>Encourage</b>		<b>Participate</b>	
<b>Player</b>	Don't you know how to act? That's not cool. Stop it.		Back off! I'm finding Ms. Augustine.		I gotta go now.		What's wrong? Couldn't find a little kid to smack today?		Screw you!	
<b>Dane</b>	I'm just worked up over something. My bad.		Hey, you don't have to take it there. I'll stop!		Yeah, punk.		Watch your mouth or you'll be seeing me again.		You're dead. I'm gonna get you later!	
<b>Player</b>	It's okay, bye.	No worries. See you.	Alright, bye.	Okay then.	...	Have a nice day, Sir.	Ha! I bet, bye.	Watch your back.	Til later then.	What-ever!

Phone	Message	[Message that displays depends on score attained.]				
		<b>+5 or greater</b>	<b>+4 to +2</b>	<b>+1 to -1</b>	<b>-2 to -4</b>	<b>-5 or less</b>
		Hey, it's [Character 1 name]. Wish there were more kids like u at Newbridge!	Hey, it's [Character 1 name]. We should hang out some time.	Yo, whose # is this?	R U a loser? Think u might b!	Why do you have a phone? You don't have any friends to talk to.



## Character 2, Interaction 2

Location: Cafeteria

Character: N/A

<b>Phone</b>	<i>Help</i>	Do you know someone who needs help, but you feel scared, guilty, or powerless to do anything? Lots of people feel that way – some are even scared to come to school in the morning. Think about ways you can change your school environment. Try to find out about your school’s anti-bullying rules.
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<b>Narrator</b>	When a student places materials on the wall, they are altering school property without permission. Bullying does not make us happy campers, and neither does vandalism.
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<b>Player</b>	[Selects letter posted on cafeteria wall.]				
<b>Letter</b>	Dear Students at Newbridge Middle School, Getting off the bus was crazy today. I saw this group of girls make fun of this fat girl. Well, I guess she wasn’t that fat. They made it seem like she was, though. They said something, like, no one will ever want to go out with her. It was kind of funny. But I guess it was really mean. Then at lunch, I saw them sitting together and talking. I don’t know what’s with those girls.  Sincerely, The New Girl				
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	Find the new girl to make sure she’s okay.	Write a supportive comment.	Do nothing.	Trash the letter.	Write a mean comment.
<b>Letter</b>	[Player is taken directly to Character 2, Interaction 3]	[Letter displays “Be strong.”; player is taken to Character 2, Interaction 3]	[Player is taken directly to Character 2, Interaction 3]	[Letter is shown with ripped corners of letter still taped up; player is taken to Character 2, Interaction 3]	[Letter displays “LOSER.”; player is taken to Character 2, Interaction 3]
<b>Player</b>	Okay.		Cool.		



<b>Phone</b>	<i>Message</i>	Hey [Player character name], this is Zink. If someone claiming to be a friend is really mean sometimes, and insults or hurts your feelings but always says they're joking, are they a true friend? Accidental hurt feelings happen between friends but continuing to be hurtful and disrespectful is what is called being "frenemies".
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## Character 2, Interaction 3

### Location: Theater



Character: Carrie

<b>Phone</b>	<i>Help</i>	Most people hesitate to speak out because it can be hard. It takes confidence to stand up for someone being bullied. But chances are the other students witnessing the bullying behavior feel as uncomfortable as you do.
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<b>Narrator</b>	We're pleased as punch to announce that Newbridge will host a play about diversity at the end of Stop Bullying week. Auditions will be this afternoon!
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<b>Carrie</b>	Hey. I didn't think anyone hung out here.				
<b>Player</b>	You're Carrie, right? Did you post that letter?	Are you Carrie? What's up with that zebra patch you wear?	You're Carrie. What's your story?		
<b>Carrie</b>	Yeah, that girl is my only friend here. But she hangs out with those jerks! I don't get why, when they are so mean to her sometimes. It doesn't seem like they're really her friends at all.	It's from a story that really means a lot to me. I don't know why everyone makes fun of it.	I'm just a new girl with no friends. I used to hang out with the girl I wrote about in the letter, but she hangs out with those girls, even though they're so mean to her. I hate Newbridge.		
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	It'll get better. From now on, we can hang out.	People act like fools here sometimes.	You should try out for the play.	Just act normal. More people will like you.	Grow up, freak.
<b>Carrie</b>	Really? That would be awesome!	I know. Maybe I'll see you around.	Yeah, maybe.	You're just like everyone else.	Rude!

<b>Player</b>	Yeah.	Really.	Yeah, see ya.	Cool, Bye!	Late r!	See you!	What- ever.	That's why people don't pick on me.	What- ever.	Freak.
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### Choose Character 3

Location: Cafeteria

Characters: Tom  ; Janelle  ; Freddie 

(Whichever two characters not chosen before will remain on screen to choose from.)

<b>Phone</b>	<i>Help</i>	Roll your cursor over the characters to hear their stories. Click a character to choose him or her.
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<b>Narrator</b>	It's getting close to the end of the school day. Time to pick another character.
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<b>Player</b>	[Roll over one of three character images to activate VO introductions]
<b>Tom</b>	Hey, I'm Tom. Some people like me, but some people are haters. Whatever. It doesn't matter to me either way.
<b>Janelle</b>	I'm Janelle. I love hangin' out with Jay and Desiree, but you probably don't know them. You seem ok, though. Maybe we could hang out.
<b>Freddie</b>	My name's Freddie. But, don't call me Fred, and we'll be cool.
<b>Player</b>	[Select a character]

# Character 3, Interaction 1

## Location: Library



Character: Zink the Zebra (no voice over)

<b>Phone</b>	<i>Help</i>	Think about where bullying takes place at your school, and what you can do to prevent it. Check with your teacher to see about starting your own anti-bullying campaign.
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<b>Narrator</b>	Hey guys and girls, do you know what you can do to improve your school environment? Be creative! Think about ways to get the word out to the community about bullying.
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<b>Computer</b>	How can you stop bullying? lesson				
<b>Player</b>	[Selects lesson button, lesson plays]				
<b>Computer</b>	[Chat button appears]				
<b>Player</b>	[Selects Chat button]				
<b>Zink</b>	Hi There. What question do you want to ask me?				
<b>Player</b>	Why is bullying such a problem?	What can I do to help?	What's your story?		
<b>Zink</b>	Bullying puts people in a state of constant fear. You can fight this by getting involved with the diversity play.	Change your school culture. Help with the diversity play.	I'm here to help people treat others with respect, and without judgment. You can help spread my message by participating in the diversity play.		
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	Doing the play stuff sounds fun. I'm in.	I could help if anyone asked me.	I think I'll pass.	I'm just trying to take care of myself.	This is stupid. I'm out.
<b>Zink</b>	Thank you! Your comments have been logged.				
<b>Player</b>	Okay.		Quit.		

## Character 3, Interaction 2

### Location: Library



Character: Ms. Augustine

<b>Phone</b>	<i>Help</i>	Have you seen bullying in your school? Report it to an adult. There's a big difference between snitching and telling. Adults can guide you and help you come up with solutions. And remember, telling an adult about a problem that worries or harms you is not the same as snitching on someone else. When your safety and health are at stake, an adult needs to know!
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<b>Narrator</b>	Have you ever found yourself picking on someone else? Well, maybe you could schedule some time to talk to someone about it.
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<b>Ms. Augustine</b>	Hello [Player character name]. Come on in. I'm reviewing some role-play videos we're using for the anti-bullying campaign.									
<b>Player</b>	Can I watch them?									
<b>Player</b>	<ul style="list-style-type: none"> <li>• Bystanders (Hallway Troubles) video</li> <li>• Bystanders (Seating Issues) video</li> <li>• The Truth about Being a Bystander video</li> <li>• Victims video</li> <li>• The Truth about Being a Victim video</li> <li>• Comebacks video</li> </ul>									
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>					
<b>Player</b>	That stuff seriously goes on? How can I help?	That's bad. I hope everyone gets on board with the anti-bullying campaign.	I haven't seen anything like that happen around here.	I don't think students will listen to that kind of stuff.	This campaign is lame.					
<b>Ms. Augustine</b>	Check with the drama department. They may need help with the play.	Yeah, I hope so too.	Maybe not, but I hear about it every day.	You'd be surprised.	Don't be so quick to judge. It might do more good than you think.					
<b>Player</b>	Okay!	I will!	See ya.	Bye, Ms. Augustine.	Bye.	I've gotta go.	Later.	Bye.	What-ever.	Meh.

Phone	Message	[Message that displays depends on score attained.]				
		<b>+10 and over</b>	<b>+9 to +4</b>	<b>+3 to -2</b>	<b>-3 to -8</b>	<b>-9 and under</b>
		The play is important. Don't let anyone put it in danger!	Have u heard about the play? Seems cool.	Hey, it's [Character 2 name]. Wanna skip class?	Get outta here. You suck!  [Character 2 name]	Gonna find u and hurt u.  [Character 2 name]
		[Character 2 name]	[Character 2 name]			

<b>Phone</b>	<i>Get the Facts</i>	<ul style="list-style-type: none"> <li>• Snitching versus telling lesson</li> <li>• Comebacks lesson</li> </ul>
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**Character 3, Interaction 3**  
**Location: Theater**

Character: Ross 

<b>Phone</b>	<i>Help</i>	Practice what you've learned to stop bullying whenever and wherever it happens.
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<b>Narrator</b>	It has come to our attention that Newbridge might have a little bit of a bullying problem. We hope you'll join us in addressing this issue.
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<b>Ross</b>	Come on, we gotta mess up the play.				
<b>Player</b>	The diversity play?	What do you mean mess up?		Who's "we"?	
<b>Ross</b>	Yeah. It's so stupid. Let's go mess with the people trying out.	We're gonna mess with the losers trying out.		Me and some guys are gonna mess with the people trying out.	
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	But they care about it. It's not hurting us, so just let 'em be.	They're just trying to make the school better.	Whatever. You want to hang out this weekend?	It'd be funny if someone wrecked the set.	Nice. Let's go.

## Closing Presentation

Score	+12 or over	+11 to +4	+3 to -3	-4 to -11	-12 or less
Presentation	Presentation 1 (Preventer)	Presentation 2 (Discourager)	Presentation 3 (Allower)	Presentation 4 (Encourager)	Presentation 5 (Participant)

### Presentation 1

What you do for your school is very important. You put respect first, and it shows in the way you treat your classmates. Thanks to you, Newbridge is looking at revising its anti-bullying program, with Ms. Augustine taking the lead. The diversity play ended up going great. Ross even helped out with it. You and Carrie became good friends, and she's much happier here now.

### Presentation 2

You made quite a few good choices, but you made a few that weren't so good. Your attitude toward bullying is in the right place—you don't like it. But you don't always act on your attitudes. When you don't do anything about bullying it gets worse. Carrie and you became friends, but she's still pretty shy, and a lot of people continue making fun of her. Ms. Augustine is trying to get new anti-bullying rules put in place, but she's having a hard time.

### Presentation 3

You're a smart kid. You know what's going on at Newbridge, good and bad. You hardly ever get involved, though, and so the bullying is getting worse as time goes by. The nastiness spread by Ross seems to be influencing a lot of kids at school, including people who used to be respectful. Ever heard the phrase "Be the change you want to see in the world?" It's good advice. Take it to heart.

### Presentation 4

What do you stand to gain from encouraging bullying? It's not funny when people get hurt, emotionally or physically. Yet your choices not only allow, but encourage this type of behavior. True, you might not be the one doing the bullying, but you're actively helping it grow. Carrie still feels as sad and excluded as she ever did, and Ms. Augustine is fed up with teaching at Newbridge. You and Ross are friends, but all you do when you get together is plan who you're going to make fun of at school tomorrow. You have some changes to make.

## **Presentation 5**

You're sad, short-tempered and alone. You've been disciplined at school for making fun of almost everyone you see, and for starting fights with a handful of people. You have a lot of anger in you, and it's been that way for so long that you can't remember what it was like before. Carrie had to transfer again, thanks to you and your friends who relentlessly made fun of her. Ross has been suspended for vandalizing school property – you'd be with him if you got caught. You need to change your behavior.

## **Video Transcripts**

### ***The Truth about Being a Bully (Character 2, Interaction 1)***

Girl: Bullying negatively affects everyone involved, including the bully.

Boy: Being a bully can mess up your future. Kids who bully are more likely than those who don't to skip school and to drop out of school. They are also more likely to smoke and to drink alcohol.

Girl: They're also more likely to get into fights and vandalize property.

Boy: Many students who bully engage in other antisocial behaviors such as breaking rules, shoplifting and even carrying a weapon.

Girl: So, if you think bullying only hurts the victim, you're wrong.

Repurposed from: <http://www.stopbullying.gov> and <http://www.olweus.org/public/effects-bullying.page>

### ***Bully Interview (Character 2, Interaction 1)***

I bullied people, but it wasn't for lunch money or because it made me feel good. It was because I had a lot of problems and anger issues, and I took everything very serious. So if someone, for instance, bumped into me, I would push him into a locker or I'd push him to the ground because it made me upset. I thought they were out to get me.

I've always been bigger, so I felt that no one could really hurt me; I was invincible. And I just felt that no one could do anything about it, so I might as well take advantage of being big.

At the time, it made me feel good. It made me feel like I had all the power; no one could do anything about it. Looking back on it now, it just...it's...I did a terrible thing. I regret it. I feel very bad about it.

And I did get help for it. I got a lot of help, cuz I had very bad anger issues.

What really helped me was to reach out to my guidance counselor. She was always there for me, and she really helped me. And I appreciate it a lot.

### ***Bystanders “Hallway Troubles” – (Character 3, Interaction 2)***

Victor: Hey Mark! What’s your problem? There’s plenty of room in this hallway. You did that on purpose!

Mark (bully): Whatever Victor. You know it was an accident. I’m so sorry John, are you OK *(in sing-song voice)*?

Victor: You’re so fake! You know you did it on purpose.

Mark: Go ahead, defend your boyfriend.

Christine: Mark, you’re being such a jerk? Apologize for real and get out of here.

Michael: You don’t need to come down this hall for your locker anyways. I think you just came here looking for trouble.

Mark: So what if I did?

Victor: Dude, just get out of here. We’re not taking your crap anymore.

Mark: Whatever. You guys can have this hallway. It stinks around here anyways.

## ***Bystanders “Seating Issues” – (Character 3, Interaction 2)***

Maddie: I totally love that shirt...

Pauline: Hey guys...

Cam: Oh, sorry Pauline, you can't sit there. I need to keep my bag off the floor. Pauline: Well I could sit on the other side then...

Cam: Sorry, those seats are reserved, you can't sit there either. I think you should just take a hint and get out of here, right girls?

Maddie: That was really mean. Why do you have to act like that? Pauline usually sits here too.

Cam: Well, I don't wanna be friends with someone that doesn't help us with quizzes. She covered her answers so I couldn't "check" to see if mine were right.

Destiny: Wow, she wouldn't let you cheat off her quiz so you treat her like crap? You really are a piece of work. I don't think I want to sit with you anymore.

Maddie: Me neither. Let's go

Destiny. Hey, Pauline. Pauline:

Hey.

Maddie: How's it going?

Pauline: Good

Destiny: Hey!

Pauline: Hey.

## ***The Truth about Being a Bystander – (Character 3, Interaction 2)***

Boy: Even if you're not the victim of bullying, just seeing someone being bullied can have an effect on you. Students who observe bullying are often called bystanders.

Girl: Oftentimes bystanders may feel that they are in an unsafe environment. They may feel powerless to act and even fearful for their own safety. Sometimes they even feel pressure to participate in the bullying.

Boy: The truth is bystanders have a lot of power to stop bullying.

Girl: Do not simply watch someone being bullied. If you feel safe, tell the person to stop. If you do not feel safe saying something then walk away and tell an adult you trust. Walking away takes away the audience from the bully, which removes some of the power and attention they may be seeking.

Boy: After the incident, try to support the victim. Tell him or her that you are there to help. Offer to either go with them to report the incident or report it for them.

Girl: Even if you don't witness the bullying going on in your school, you can still help by creating an atmosphere that doesn't support it. Be a leader and help create an anti-bullying campaign in your school. For more ideas and guidance to create your school's campaign go to [www.stopbullying.gov](http://www.stopbullying.gov).

Repurposed from: <http://www.stopbullying.gov> and <http://www.olweus.org/public/effects-bullying.page>

## ***Victims (Character 3, Interaction 2)***

### Andrew

In middle school, I was made fun of for who I had a crush on, and also just because I was different than others. I don't know if it was because I talk differently, or if I walk differently, or if I look differently. At one point, I went to a teacher, and he said, "Sit down, I didn't see it."

When being bullied, I first tried just ignoring it. Being with friends sometimes didn't always help, because it all depends on what kind of friends you have, whether they're more pro-active or they're more, more stand-by-the-crowd and do-nothing-at-all type of people.

When I was at school, I was nervous. I felt insecure. And when I was at home, it made me feel really quite sad. And, you know, I just didn't understand why. You know, at that point, when you're 13, 14, you don't know why they're doing this.

I wish more of the time that the teachers would be more, let's say, trustworthy with the victims. That they would take the word for it, of the victim, like they wouldn't just brush it off, like that one teacher did, and say, oh, I didn't see it. Eventually, I did get the help that I needed from my parents, at first actually, and then my administrators at school.

### Michael

In the 7th grade, I would be made fun of, I would be called fat, and everything like that. This one kid kept on with the joke through the whole year, kept saying I had a biscuit head. But he would just make fun of everybody. He would be like you got a nugget head or something. You got a biscuit head. But he kept messing with me about it. I, at some point, I just accepted it, and he was my friend and I just went along with it.

### School Counselor

Michael may be feeling isolated or withdrawn and needs to know that he's not alone and that people care about him. He needs to understand this bully is not a true friend, friends don't treat each other that way. He could find a trusted adult within the school and report it. He can find support to find new friendships with the help of a counselor, social worker or teacher. He can pick a different place to sit at lunch, try a new club or an activity to meet new friends.

Michael can develop and practice comebacks that are assertive, not sarcastic, and that send a clear message that he's not going to put up with the bullying. I would encourage Michael to first practice his comebacks with an adult before using it in a bullying situation.

The most important message I would give Michael is that he needs to tell an adult and

get support. He doesn't have to put up with a friend treating him this way and no one should have to go through this alone.



## ***The Truth about Being a Victim – (Character 3, Interaction 2)***

Boy: Too often, people just don't take bullying seriously – or they don't pay attention until stories show up on the news when bullying leads to tragedy.

Girl: It happens a lot more than some people think. Studies show that between 15-25% of U.S. students are bullied with some frequency. Some people think bullying should just be ignored, but you'll see there are many serious lasting effects of being bullied.

Boy: It scares some victims so much that they skip school. As many as 160,000 students may stay home on any given day because they're afraid of being bullied.

Girl: Students deserve to feel safe at school. But if they experience bullying, they may feel insecure, grow to dislike school and have difficulty learning. The effects of being bullied typically do not end in childhood.

Boy: As they grow older, students who were bullied can experience depression, low self-esteem, health problems, poor grades or even suicidal thoughts.

Girl: So, as you can see, bullying cannot just be ignored. It must be addressed or the effects can last a lifetime.

Repurposed from: <http://www.stopbullying.gov> and <http://www.olweus.org/public/effects-bullying.page>

## ***Comebacks – (Character 3, Interaction 2)***

Mean Girl 1: Hey, that party was so fun last weekend. I think everybody was there. It was the big event of the season. I'm glad we got to go together.

Mean Girl 2: Totally. Anyone who wasn't invited should go hide in a cave. I mean if you weren't invited, you're like a total nobody. Oh, I'm sorry, I didn't mean to imply that you're a total nobody, but you weren't invited, were you?

Victim: No, I wasn't invited. Guess I'll go look for a cave now. Good idea, thanks for the suggestion. I can't possibly go on since I didn't get to spend any quality time with you two winners.

# Lesson transcripts

## How Can You Stop Bullying? Lesson – (Character 3, Interaction 1)

### Slide 1

How can you stop bullying? Even if you are not directly involved, as a bully or victim, there is a lot you can do to prevent or stop bullying. First ask yourself: Where is bullying happening around you every day?

### Slide 2

Start by keeping an eye out for bullying and write down what you observe for one week. Try to answer these questions:

- Where do you see kids bullying other kids? In hallways between classes? In secluded rooms? Or even in the classroom?
- When does it happen? Before school, after school, or during school? When and where does it happen outside of school?
- Who is involved? Are there bystanders around who could help?
- Are there adults nearby who can help? What do they do? Do you think the adults even know it's happening?

### Slide 3

After you've made your observations for a week, talk with adults and friends about what you saw. Have any adults in your school talked with students about trying to stop bullying?

- **If the answer is YES**, talk with an adult in charge to see how you and other students can get involved.
- **If the answer is NO**, or you aren't sure, maybe you and some friends could talk with a favorite teacher, school counselor or your principal about helping to start a program at your school.

### Slide 4

As you know, bullying doesn't just happen in school. It can also be going on during after-school activities, like sports, clubs and youth groups. Here are some ways you can take action, in after-school activities and on teams. Are there any kids in the group who are new or who don't seem to have any good friends? Look for ways to make them feel more welcome and be a friend to them. Talk with your team or group's leaders about how stopping bullying fits into your team or group's goals to build friendships, create strong leaders, and help your community. And remember, always report bullying to an adult *any time* that you see or hear about it.

### Slide 5

By now you know that ignoring bullying, or standing by and not saying anything is not going to make it stop. Take action to observe and record bullying that you see, inside and outside of school. Bring your findings to a trusted adult to get help with creating an atmosphere or climate that will not tolerate bullying. While you are keeping an eye out, remember your role and stand up for others when you can. Tell an adult if you don't feel safe speaking up. Everyone involved, including kids, teachers, coaches, administrators and leaders, must all agree to take a stand so bullying is always confronted and never ignored

## ***Snitching Versus Telling – (Character 3, Interaction 2)***

### Slide 1

Often times, kids are afraid to tell an adult when they see a bullying situation because they are afraid that they are “snitching” or tattling. But, there’s a big difference between snitching and telling.

### Slide 2

Snitching usually deals with something trivial or not important. It is meant to get the other person in trouble, and it usually deals with harmless behavior. An example could be if Ross says to his teacher: “Mrs. Jamison, Thomas isn’t paying attention.” If Thomas’ behavior isn’t affecting Ross then it appears he is simply trying to get Thomas in trouble. This would be considered snitching.

### Slide 3

Telling usually involves something more serious, like a bullying situation. If you are concerned for your safety, or the safety of someone else, then you need to tell a trusted adult what is going on. For example if you hear someone being threatened in the hallway, or you see someone being made fun of everyday after school you need to tell an adult so they can intervene. It’s not snitching if someone could get hurt.

### Slide 4

Let’s see if you can tell the difference between snitching and telling.

### Slide 5

Shandra stumbled upon some pretty nasty comments online about Brianna. They were calling her a slut, among other things. Shandra decides to mention it to her mom. Is this snitching or telling? Click on your answer. Then click submit.

### Slide 6

This would be an example of telling because it sounds like Brianna is being cyberbullied.

### Slide 7

Jon is known for picking on kids at school. He’s in 8th grade this year and likes to mess with the younger kids. Ryan overhears what sounds like Jon threatening to beat up a 6th grader after school. Ryan’s not sure if he was joking around or not. He decides to talk to his homeroom teacher about it. Is this snitching or telling? Click on your answer. Then click submit.

### Slide 8

This would be an example of telling because even if Jon was kidding around, threatening to beat someone up is considered bullying.

Slide 9

Miss Eckert's class is working quietly in their groups. Joe and Zach have been talking about last night's football game for the last 10 minutes. Kate decides to let Miss Eckert know that they're not doing what they're supposed to be doing. Is this snitching or telling? Click on your answer. Then click submit.

Slide 10

This would be considered snitching. Although Joe and Zach are not doing what they're supposed to be doing, they are not hurting anyone.

Slide 11

So remember, snitching is trying to get someone else in trouble when they are not hurting anyone, and their behavior isn't affecting you. Telling is when there is a serious situation where someone may get hurt. It's always important to tell an adult if you see bullying going on.

## ***Comebacks Lesson – (Character 3, Interaction 2)***

### Slide 1

Comebacks are things a victim can say to a bully in response to a put-down. Getting upset probably won't stop the bullying, and attacking the bully can make things even worse. Using assertive comebacks allow you to stand up for yourself without engaging in a fight with the bully.

### Slide 2

There are three common types of comebacks: The no reaction comeback, the agreement comeback and the strong, assertive comeback.

### Slide 3

The point of the no-reaction comeback is to show the bully that they are not getting to you or upsetting you. For example if a bully calls you a name you could simply say "Whatever" in a normal tone of voice. Because you are not giving much of a response, the bully will not feel like he or she has much power over you.

### Slide 4

An agreement comeback is simply agreeing with the bully. This type of comeback can be effective because you are not arguing with the bully and therefore not letting him or her feel powerful. You are showing that you are not being hurt by the bully. An example could simply be saying, "If you say so." in response to the bully.

### Slide 5

Sometimes you have to be direct with a bully and let him or her know that what he or she is doing is not acceptable. Using a strong, assertive voice you can say things like "Back off." or "Knock it off." or "Leave me alone". If the bully continues to harass you, even after trying one of these comebacks, then you need to talk with a teacher or other trusted adult.

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