



# Educator Guide: Act Now! Activity

## **Recommended for Grades:**

7<sup>th</sup>

## **Time:**

20 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. Identify what sexual harassment is.
2. Describe one way to appropriately respond to sexual harassment.
3. State two things they can do to prevent cyberbullying.

## **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. Which of the following is true about sexual harassment?
  - a. It is any unwanted sexual attention, comments, touching or name calling that makes someone uncomfortable.
  - b. It can really hurt a victim's self-esteem and confidence.
  - c. It is illegal.
  - d. All of the above.**
2. A classmate slaps your butt as you're walking down the hall and it embarrasses you. What should you do?
  - a. Try to avoid that person in the future.
  - b. Ignore it.
  - c. Firmly tell them to stop, then tell an adult.**
  - d. Slap their butt back next time.
3. What are two things you can do to prevent cyberbullying?
  - a. Forward cyberbullying messages and keep quiet.
  - b. Refuse to pass along cyberbullying messages and speak up.**
  - c. Unlock privacy settings on social media and ignore cyberbullying messages.

The following questions can be used to measure your students' thoughts and attitudes about bullying. Ideal 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
- Bullying – unwanted, aggressive behavior that involves a real or perceived power imbalance, and is usually repeated over time
- 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
- Sexual harassment – any unwanted sexual attention, comments, touching or name calling that makes someone uncomfortable
- 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: Anti-Bullying Improv

## 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:

- Hat or jar
- 3 slips of paper
- Props (can be items from the classroom, or if students agree, personal items like phones or backpacks)

## Time Required:

40 minutes

## Instructions:

Ask the students if anyone knows what improvisation is. If they do, allow a student to explain. If not, give a short overview of it as a form of comedy requiring actors to come up with lines on the spot. Give no further instructions on the subject.

Ask for pairs of volunteers. Send each pair of volunteers to the front of the room. Have them pick one of three subjects from a hat or jar: helping a victim in a bullying situation, standing up for yourself in a bullying situation or asking an adult for help in a bullying situation. Have the other students raise their hands to give suggestions on things like location of bullying incident, prop or item involved, why someone's bullied, etc. Ask the volunteers to use class suggestions and come up with an improv dialogue. Hold as many improv dialogues as you would like. Ideally, the dialogue should be no more than a minute long.

Afterward, discuss the information from the Act Now! Activity. Weigh some of the points raised there against various improv pairs' performances. Decide what was done right and what could have been done better. During the discussion, make a point of highlighting how emotional or "gut" reactions aren't always the best ones and that some problems require careful thinking to come to the right solution.



Highlights from information presented in the Act Now! Activity:

- **Helping 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 them and be a friend. This could mean agreeing to walk home with them after school, sitting with them on the bus or at lunch, trying to include them in your school or social activities or just spending some time with them and trying to understand what they are going through.
- **Standing up for yourself in a bullying situation:** Stand up to the person who is bullying you. If you feel safe doing this, 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.
- **Asking an adult for help in a bullying situation:** Report the bullying to an adult. Many kids who are bullied are afraid to tell an adult about it (especially a teacher or principal) because they are worried that the person bullying them will find out and the bullying will just get worse. Even if it's a little scary, it's the right thing to do. It's not snitching! Who should you tell? You could tell your teacher, school counselor, school nurse, parents, coach or any other adult you feel comfortable talking with.



# 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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# Transcript

## Choose Character 1

Location: Cafeteria

Characters: Dane  ; Ross  ; Mandy 

<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>Dane</b>	Hey, I'm Dane. I'd say I'm pretty laid back. Life's not perfect, but I don't worry about it. Things are pretty good.
<b>Ross</b>	I'm Ross. I come from a big family who I'd do anything for. Give me respect, and I'll respect you.
<b>Mandy</b>	Hey, I'm Mandy. I have a lot of friends. There's people who don't like me, but I don't need to be everybody's friend.
<b>Player</b>	[Select a character]

# Character 1, Interaction 1

## Location: Cafeteria



Character: Zink the Zebra (no voiceover)

<b>Phone</b>	<i>Help</i>	Read up on bullying using the links on this phone. Go to the kiosk and learn about Zink. Think about where bullying takes place, who does it, and what rules prevent it.
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<b>Narrator</b>	Good morning, students. Today is the first day of Stop Bullying Week at Newbridge Middle School. Check your cell phones for updates.
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<b>Player</b>	[Selects kiosk]									
<b>Zink</b>	Hi There. What question do you want to ask me?									
<b>Player</b>	I heard you teach kids about bullying. What's that all about?			This campaign is lame. What am I supposed to do about bullying anyway?			You're not a zebra. You have spots. Why should I listen to you?			
<b>Zink</b>	Bullying is when someone hurts or scares someone else over and over. You can help change this by showing respect.			You actually have a lot of power to make a difference. You can help change your school culture. Treat others with respect. Don't judge.			I am a zebra, but I'm different from everyone around me. I'm here to help people treat others with respect, and without judgment. How about you?			
	<b>Prevent</b>		<b>Discourage</b>		<b>Allow</b>		<b>Encourage</b>		<b>Participate</b>	
<b>Player</b>	Sounds alright. I could be into it.		I can do that if anyone asks.		Like I got nothin' better to think about?		I'm lookin' out for me. That's it.		That's weak. I'm outta here.	
<b>Zink</b>	Thanks for your help. Don't forget to get your friends involved.		Glad to hear it.		Your attitude affects everybody.		You might want to think twice about that.		I hope I'll see you again.	
<b>Player</b>	Okay.	You're welcome.	Okay.	Bye.	Okay.	Bye.	Okay.	Alright.	Sounds like a plan!	OK!



## Character 1, Interaction 2

### Location: Classroom

Character: Tom  ; Ms. Augustine 


<b>Phone</b>	<i>Help</i>	Have you ever gossiped about someone you didn't really know? 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>	Hey Highlanders, ever had someone spread rumors about you? It doesn't feel very good, does it? You can put a stop to rumors and gossip by not spreading it and asking others not to gossip around you.
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<b>Tom</b>	I saw some kid wearing that Zink thing on his backpack.									
<b>Player</b>	Yeah, I heard about him.		I saw that. Never talked to him.			Oh yeah? I don't know him.				
<b>Tom</b>	Probably just some punk.		Jay said he beat a kid up so bad he almost got expelled.			With that stuff on his backpack he's not gonna make friends.				
	<b>Prevent</b>		<b>Discourage</b>		<b>Allow</b>		<b>Encourage</b>		<b>Participate</b>	
<b>Player</b>	I'm not tryin' to judge him. He's probably just shy.		Whatever, I'd talk to him.		Doesn't matter to me.		Whoever he is, he's not gonna survive 7th grade.		I'll rip Zink right off his backpack if I see him.	
<b>Tom</b>	He's got his own thing. Guess that's cool.		Me too, I guess.		Yeah, forget him.		Not actin' like that.		Yeah!	
<b>Player</b>	Okay.	Yeah.	Later.	See ya.	Bye.	Forget who?	Bye.	Nope never.	Great!	Sounds like a plan!

## Character 1, Interaction 3

Location: Theater

Character: Janelle 

<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>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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<b>Narrator</b>	Want to help with the anti-bullying campaign? Try out for the diversity play. You can help us do a super job!
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<b>Janelle</b>	Hey [Player character name]. What's this play all about?				
<b>Player</b>	It's part of this campaign, trying to get people to respect each other.	It's part of the campaign. Haven't you seen the kiosk in the cafeteria?	The school's trying to get people to be nicer, I guess.		
<b>Janelle</b>	Whatever. Seems dumb to me.	That polka dot zebra thing? Who's bringing that stuff in here anyway?	Zebras and plays don't make me wanna be nice.		
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	Give it a chance, though. Maybe it's not that bad.	You gotta at least think about it.	I thought you had class right now.	For real. Stupid kids' stuff.	Let's mess it up, then.

<b>Janelle</b>	I'll check it out. No promises, though.		Maybe. Still seems kind of cheesy.		What time is it? Oh, I gotta go!		Yeah, I think it's only for those losers who get bullied.		Yeah! Let's do it!	
<b>Player</b>	Bye.	Thanks.	Yeah.	Bye.	LOL! Later.	See ya.	I bet.	Okay.	Sounds like a plan!	Okay!



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

*Characters: Whichever two characters not chosen before will remain on screen to choose from.*

Dane  ; Ross  ; Mandy 

<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>	Hey there. Time to pick another character!
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<b>Player</b>	[Roll over one of three character images to activate VO introductions]
<b>Dane</b>	Hey, I'm Dane. I'd say I'm pretty laid back. Life's not perfect, but I don't worry about it. Things are pretty good.
<b>Ross</b>	I'm Ross. I come from a big family who I'd do anything for. Give me respect, and I'll respect you.
<b>Mandy</b>	Hey, I'm Mandy. I have a lot of friends. There's people who don't like me, but I don't need to be everybody's friend.
<b>Player</b>	[Select a character]

## Character 2, Interaction 1

### Location: Hallway

Character: Janelle ; Ms. Augustine 

<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 afraid 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>	Only teachers are allowed to put up posters. Students may not do so without permission! Please report anything you know about the flyers in the hallway to a teacher.
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<b>Player</b>	[Selects one of flyers strewn about hallway.]				
<b>Flyer</b>	Think Zink is kids’ stuff? Get over yourselves!  Don’t judge!  - Just a kid you probably don’t know				
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	Find the kid	Tell an adult about it	Nothing	Trash it	Spread a rumor about the kid
<b>Flyer</b>	[Player is taken directly to Character 2, Interaction 2]	[Ms. Augustine dialogue below occurs, and player is taken to Character 2, Interaction 2]	[Player is taken directly to Character 2, Interaction 2]	[Crumpling paper sound effect plays; player is taken to Character 2, Interaction 2]	[Janelle dialogue below occurs, and player is taken to Character 2, Interaction 2]
<b>Player</b>		I think somebody here is in trouble, and might need help Miss A.			Look! Zink is this kid’s only friend.

<b>Ms. Augustine or Janelle</b>		Thanks for coming to me [Character name]. I'll look into it.			That's ridonkulous! This kid is pathetic.
<b>Player</b>		Cool.	Thanks.		Okay. Bye. LOL! Bye.

<b>Phone</b>	<i>Message</i>	[Message that displays depends on score.]				
		<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>
		Yo, this is [Character 1 name]. Like ur style! U know how to act!	Hey, it's [Character 1 name]. Ur 2G2BT.	What's up?	If ur reading this, ur a fool	U got a ugly face. Keep it shut!



## Character 2, Interaction 2

### Location: Classroom

Character: Freddie 

<b>Phone</b>	<i>Help</i>	People who have trouble making friends can have it rough. You can help by giving everyone a chance and avoiding cliques. Make it a goal to talk to someone you might not normally hang out with once in a while.
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<b>Narrator</b>	Your Highlander faculty and staff are hard at work. We want to find out what kind of anti-bullying policy the school should use. Bring any ideas to your favorite teacher.
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<b>Freddie</b>	Hey, what are you doing here? Usually no one's here around this time.				
<b>Player</b>	Did you post all those flyers?	What's your name? What's up with that zebra patch?	What's your story?		
<b>Freddie</b>	Yeah, I'm Freddie. Feels like nobody listens to me. It was the only way to get someone's attention.	I'm Freddie. I got that patch from a friend who had to be homeschooled cuz she got bullied so bad.	I'm just tryin' to get noticed.		
<b>Player</b>	What are you watching?	Is that a video player?	What are you doing in here?		
<b>Freddie</b>	It's a video I made of my friend from my old school. Check it out.	Yeah. We made this video a while ago.	Watching this video of my friend.		
<b>Player</b>	Okay.	Cool.			
<b>Player</b>	[Selects video player]				
<b>Video</b>	Interview with Kearra video				
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	That's rough. You want to hang out or something?	Don't pay attention to the haters.	Oh man, I gotta go.	You guys are losers.	You're a weirdo. Nobody likes you or your friend here.
<b>Freddie</b>	Yeah! That'd be cool.	I know. Maybe I'll see you around.	See ya.	Forget you!	Whatever. I'm outta here.



<b>Player</b>	Great!	Okay!	Yeah, See ya.	Later.	Bye.	Later.	What- ever.	Bye.	Fine by me.	Okay.
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<b>Phone</b>	<i>Get the Facts</i>	History of Zink lesson
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**Choose Character 3**  
**Location: Cafeteria**

*Characters: Whichever one character not chosen before will remain on screen to choose from.*

Dane  ; Ross  ; Mandy 


<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>	Guess what time it is? That's right. Time to choose a new character.
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<b>Player</b>	[Roll over one of three character images to activate VO introductions]
<b>Dane</b>	Hey, I'm Dane. I'd say I'm pretty laid back. Life's not perfect, but I don't worry about it. Things are pretty good.
<b>Ross</b>	I'm Ross. I come from a big family who I'd do anything for. Give me respect, and I'll respect you.
<b>Mandy</b>	Hey, I'm Mandy. I have a lot of friends. There's people who don't like me, but I don't need to be everybody's friend.
<b>Player</b>	[Select a character]

## Character 3, Interaction 1

### Location: Library

Character: Ms. Augustine 

<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>	Did you ever get a nasty text message or IM? How did it make you feel? Respecting your neighbor means keeping it clean with the cell phones and computers.
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<b>Ms. Augustine</b>	Hello [Player character name]. I'm doing some research on sexual harassment. Come on in.		
<b>Player</b>	Sexual what?	What's that?	Is that bullying?
<b>Ms. Augustine</b>	Sexual harassment is any unwanted sexual attention, and it is a form of bullying.		
<b>Player</b>	Yeah, some kids can say some pretty dirty stuff.	I never use sexual insults, though.	Talking bad about someone can do a lot of damage.


<b>Phone</b>	<i>Lesson</i>	Sexual Harassment lesson
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<b>Ms. Augustine</b>	But there can be more to sexual harassment than verbal abuse. It can include physical abuse, too, like touching or forcing yourself on someone.		
<b>Player</b>	That's just wrong.	What am I supposed to do?	Sounds awful.
<b>Ms. Augustine</b>	If you witness that kind of thing, you need to report it to an adult. And if it's happening to you, remember that it's not your fault. Be confident, and say you don't want to be harassed. Then let a trusted adult know what's going on.		

<b>Player</b>	You know where a lot of that stuff goes on? The Internet.	I have friends that don't even go online because of that kind of thing.	Ok. What else is up?		
<b>Ms. Augustine</b>	I'm also looking into cyberbullying. There's a lot out there on that subject.				
<b>Player</b>	Okay.	Cool.			
<b>Player</b>	[Selects computer]				
<b>Computer</b>	Cyberbullying lesson				
	<b>Prevent</b>	<b>Discourage</b>	<b>Allow</b>	<b>Encourage</b>	<b>Participate</b>
<b>Player</b>	What do you think I could do?	Kids ought to know better.	Cool. Catch you later, Miss A.	That's makin' too much out of it.	People shouldn't do things they don't want posted about online!
<b>Ms. Augustine</b>	Why don't you help out with the diversity play?	You could get the message out by helping with the diversity play.	Alright. Think about what you saw.	I don't think so. Cyberbullying can be really hurtful.	Remember, not everything you see online isn't true.
<b>Player</b>	Alright.		Okay.		

## Character 3, Interaction 2

### Location: Theater

Character: Tom 

<b>Phone</b>	<i>Help</i>	Practice what you've learned to stop bullying whenever and wherever it happens.
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Phone	Message	[Message that displays depends on score.]				
		+10 or greater	+9 to +4	+3 to -2	-3 to -8	-8 or less
		U got my respect!	U should b in the play!	Party 2nite at Zack's!	Gonna cry 2 teacher that u been bullied?	I'll find u and beat u down.

<b>Narrator</b>	It's occurred to us that there might be a bullying problem here at Newbridge. And we can't have that. Hope you'll help us fix it.
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<b>Tom</b>	This play's gettin' on my nerves.									
<b>Player</b>	Why?			What are you gonna do?			A lot of people are involved.			
<b>Tom</b>	Cuz it's stupid! C'mon, let's mess with the people tryin' out.			Smack the fools tryin' out for it.			I know. Me and my boys are gonna mess with the people tryin' out.			
	<b>Prevent</b>		<b>Discourage</b>		<b>Allow</b>		<b>Encourage</b>		<b>Participate</b>	
<b>Player</b>	Why do you want to spread hate like that?		They're alright. Don't worry about them.		I'm hungry. Let's go get a burger.		Wouldn't mind seeing those drama nerds get smacked.		I'm into that. Let's do it.	
<b>Tom</b>	Take it easy. I was just joking.		Whatever. I'll leave 'em alone for now.		Maybe later.		Yeah, that'd be awesome!		Nice. Let's go.	
<b>Player</b>	It wasn't funny.	Bye.	Bye.	Alright.	OK.	Bye.	Later.	Bye.	Yeah!	Okay!



## Closing Presentation

Score	+9 or greater	+8 to +3	+2 to -2	-3 to -8	-9 or less
Presentation	Presentation 1 (Preventer)	Presentation 2 (Discourager)	Presentation 3 (Allower)	Presentation 4 (Encourager)	Presentation 5 (Participant)

### Presentation 1

You're the kind of kid that schools need more of. You communicate with respect, and everyone knows that about you, from classmates to teachers. Ms. Augustine is using you as her student advisor as she revises the anti-bullying program at Newbridge. The diversity play was a big hit. Tom didn't mess anything up, and he's even promised to stop making snap judgments about things. You and Freddie hang out all the time, and he feels a lot more comfortable now.

### Presentation 2

You have the right attitude about bullying – you think it's wrong and it should be stopped. But attitude is only one part of it. You have to learn to act, too! Bullying gets worse when nobody does anything about it. Freddie trusts and confides in you, but he's still getting bullied every day. Ms. Augustine has noticed the problem and is trying to revise the school's anti-bullying policy, but she's having trouble getting support. Some other teachers don't believe there's a problem, and some students think her efforts are lame.

### Presentation 3

You observe more than you let on. When people are getting picked on at Newbridge, you notice and understand. When people are promoting respect, you notice and understand that, too. But until you speak out, nothing is going to change. The diversity play happened, but not many people went. Some mean kids even showed up and made fun of the cast while the premiere was going on. Again, you heard it, but you didn't do anything. It's time to start thinking about your goals for a positive and safe school climate and working to make it happen!



#### **Presentation 4**

When you average out your behavior, you're a bystander leaning towards a bully. You might not ever insult someone to their face, and you might not ever hit or push someone, but the way you laugh at bullying behavior actually encourages it. Why do you find it funny when someone else is hurt, emotionally or physically? Freddie continues to struggle. Ms. Augustine tried to take him under her wing, but she's too busy dealing with other kids, like Tom, who actively threatens others who look or act different from him. As long as you keep supporting that kind of behavior, Newbridge is only going to get worse.

#### **Presentation 5**

Your mental state is almost entirely negative. Every day, the slightest problem makes you angry, and you secretly feel sad and alone most of the time. You've had two in-school suspensions for bullying and you're working on your third with Freddie, whom you pick on whenever you see him. It's gotten to the point where he's afraid to come to school in the morning. Ms. Augustine left Newbridge for another school, where she's now heading up a successful anti-bullying program. Newbridge, however, seems to be in a state of decline, which you are contributing to with your behavior.

## **Video Transcripts**

### **Interview with Kearra – (Character 2, Interaction 3)**

Some of the experiences that I've had with bullying include name-calling. So people would call me things like, "oh, you stupid Goth," or things that weren't really what I was. And then it got worse as I got older, and switched schools, and moved down to the city. People were jumping me in groups, in even one incident in front of a security guard who did nothing. I just remember getting drop-kicked, and then blacking out and waking up. And then people were around me laughing, thinking it was funny.

I remember enduring torment on the bus. I used to fall asleep sometimes on my way home because I'd be really tired. And then I'd wake up and I'd have paper in my hair saying things that weren't appropriate on them.

When it was happening at school, I felt helpless, and I felt like, even if I were to go to a teacher, then I would probably be even at more risk for reaching out. And then I'd go home, and I'd feel even worse because, at the time, my uncle was also living with us. And he used to bother me about how I wasn't sticking up for myself, about how I was a wimp, and that I wasn't, I was being weak instead being strong. And even though my mom was there to stick up for me, it made me feel like it was my fault.

It makes you feel like you should hurt yourself. It makes you want to hurt your body. It makes you think that you should just end your life because you're not good enough. And you feel as though, by them bullying you, that's proof that you don't deserve to be here.

Before I was bullied, even to an extreme, I was an extremely flamboyant person. I was proud of myself, I was proud of what I stood for, I was proud of everything that I did, and everything around me. And I liked making sure that people knew that. But when somebody starts to bully you, even if it's just one time, that is something that affects you forever. That is not something that you are ever likely to forget, and even if you do try to block it out of your mind, it's going to affect you emotionally, it's going to affect you physically, it's going to affect you in every way possible because there's no way to run away from it. It's always there. And even if people think you can just run away and go home, you still have to go back to it the next day. And you can't keep running away because it just keeps coming back.

The first person I went to was my mom, because I knew that she'd be the only person that'd be able to help me. So I told her, and then she was calling the school and was reporting the things that had happened on the bus too. And the people at school said, oh, she needs to call the bus company, which she did. And it took her a couple months to get somebody to actually come and help. But it still wasn't enough.



There are two teachers in specific, mind, that I can think of that were very nice to me, but they didn't necessarily help. They were just nice to me and hospitable versus everyone else. But there were other teachers that, instead of actually caring, they'd laugh at these incidents, and they'd think it was funny.

I've been to about five different schools, and finally finding this school after e-mailing the principal was one of the best things ever, because I finally feel at home, like a second home. And I finally feel like I've got a place where I've got my friends by my side no matter what.



## ***Lesson Transcripts***

### ***Campaign Activity Ideas – (Character 1, Interaction 1)***

#### Slide 1

To make a real impact on bullying in the schools and larger communities, the whole climate that supports aggressive and mean behavior has to shift. A school where everyone agrees to do their part to stop bullying, whenever they see or hear about it, creates a climate that is positively anti-bullying. Here are some ways you can work to create that kind of anti-bullying climate in your school, clubs, after-school activities and larger community.

#### Slide 2

To make a change in the climate of your school, you have to bring attention to the problem you want to solve, so everyone understands why they should get involved. To be successful, and stop bullying, it is important to get as many people involved as possible: from students in all grades, to teachers, administrators, counselors, coaches and custodial and cafeteria staff. There are lots of ways to create anti-bullying awareness. Design the campaign to fit your school. Be creative when thinking of activities that might be successful in your school. Ideas could include designing posters, holding a song lyrics contest or getting everyone to sign a pledge. You can even do several things throughout the year, to keep the campaign alive.

#### Slide 3

If your school requires service learning or community service projects, this one can count, just ask the adults in your school how to do it for credit or hours. For more campaign activity ideas for your school, click [this link](#). You can also click on [this link](#) and check out the Stop Bullying website to get more ideas for your campaign, take quizzes, watch webisodes and learn more about bullying.

## ***History of Zink – (Character 2, Interaction 2)***

### Slide 1

Who is Zink the Zebra? Why does she have spots instead of stripes? It's time you got some answers to your questions.

### Slide 2

Zink the Zebra is a character created by a girl named Kelly. Kelly was a girl, like any other, who loved friends, family, books, swimming, animals and computers-except at age eleven, she lost her battle with cancer. While undergoing treatment for cancer, Kelly wrote a story about a zebra named Zink who has spots instead of stripes. Zink questions why she is treated differently just because she looks different on the outside. After Kelly died from cancer in 1993, at the age of 11, her father published her story, "Zink the Zebra-A Special Tale." He wanted to help other children who feel they aren't as worthwhile as others because they are different.

### Slide 3

Although Kelly lived a short life, she continues to have an influence on children and adults that few who live much longer can ever hope to achieve. Zink the Zebra carries her message of treating others with respect and empathy by reminding us all to avoid becoming bullies, stand up for victims, and ask for help if we are being bullied.

## ***Sexual Harassment – (Character 3, Interaction 1)***

### Slide 1

Sexual harassment is a kind of bullying that involves unwanted sexual attention. Both boys and girls can be sexually harassed and both boys and girls can sexually harass others.

### Slide 2

Unwanted sexual attention could mean a lot of things. These are all examples of what could be considered sexual harassment:

- Making comments about someone's body or sexuality
- Touching someone's body
- Forcing a person to kiss or do sexual things
- Snapping someone's bra

### Slide 3

- Giving or showing sexual pictures or notes to someone
- Pulling clothing off or down
- Howling, catcalling, or whistling
- Spreading sexual rumors about someone
- Making sexual comments or jokes

### Slide 4

Sexual harassment is illegal and should not be tolerated. Here are some things you can do if you are being sexually harassed. Don't ignore it. That won't make it stop. Firmly tell the person to stop what they are doing because it makes you uncomfortable. Make it clear that you don't want to be treated that way. You need to also tell a trusted adult (like a teacher, parent or counselor) about what's going on. If the first person doesn't listen, find another adult to talk to. And remember, if you are a victim of sexual harassment, it is not your fault.

## ***Cyberbullying – (Character 3, interaction 1)***

### Slide 1

If you're like most teens, you probably spend a lot of time on a cell phone or instant messenger chatting with friends, uploading photos, videos and music to websites, or keeping up your personal profile on a social networking website. Technology can benefit us in many ways, but unfortunately, it has also allowed some teens to take the bullying that exists at school into cyberspace.

### Slide 2

Cyberbullying is using the Internet, cell phones, or other electronic devices to send or post words or images intended to hurt or embarrass another person. All of the following are considered cyberbullying:

- Spreading lies or rumors about someone online,
- Sending or forwarding mean text messages and
- Posting pictures of others without their consent.

### Slide 3

Cyberbullying can be especially harmful because it follows the victim wherever he or she goes. It's not restricted to school. Threats and mean comments posted on websites are visible throughout the world 24 hours a day, 7 days a week. And, it is often easier to be cruel using technology because the bully doesn't have to face the victim. It's easier to be mean using typed words online rather than spoken words face to face.

### Slide 4

There are several things you can do to try to prevent cyberbullying. You can refuse to pass along mean messages about others that you may receive. And, tell friends to stop cyberbullying. If you speak up, they may think twice before posting or sending hurtful messages. You can take advantage of privacy settings on social network sites to protect yourself. They can help you control who can see your information and photos. You can also help raise awareness about cyberbullying at your school and in your community. Include cyberbullying information in your school's anti-bullying campaign.

### Slide 5

If you become a victim of cyberbullying, or if you see it happening to someone else, you can block communication with the cyberbully. Make sure to report any cyberbullying to a trusted adult. It also helps to keep all evidence of cyberbullying. Keeping a log or journal of the dates and times of the instances, or printing the instances, can help prove what is happening.

### Slide 6

Each state has different laws about cyberbullying. And each school has different policies. Oftentimes teens think they can't be disciplined at school for cyberbullying if they are doing it off school grounds. But, schools are well within their legal rights to intervene in cyberbullying incidents when it can be shown that the cyberbullying is creating a disruption in the school environment. So, if it is affecting a student's ability to learn at school, then the school can intervene. And we know that many victims become depressed, distracted, and even afraid to come to school. That would definitely affect the student's ability to learn.

### Slide 7

Remember that the Internet is used by millions of people all over the world. Here are a few other things you can do to keep yourself safe. Never post or share your personal information online. This includes your full name, address, telephone number, school name, credit card number or social security number. Never share your passwords with anyone, except your parents. Never agree to meet someone face to face that you only know online. Talk openly with your parents about what you are doing online.

### Slide 8

Don't forget that even though you can't always see a cyberbully or the bully's victim, cyberbullying causes real problems. If you wouldn't say it in person, don't say it online. You can find more information on cyberbullying and the laws in your state by visiting the National Crime Prevention Council's website and the Cyberbullying Research Center's website.



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Contact us:

**Children's Wisconsin  
E-Learning Center**

(866) 228-5670

[healthykids@childrenswi.org](mailto:healthykids@childrenswi.org)

