



Educator Guide: Act Now! Activity

Recommended for Grades:

8th

Time:

15 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 (6th - 8th 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.

Learning Objectives:

After completing this activity students will be able to:

1. Identify three ways to change the school climate around bullying and communicate them to school teachers, administrators and parents.
2. Demonstrate advocacy through the creation of an anti-bullying campaign for their school.
3. Analyze whether or not a friend is a “true friend” or a “frenemy”.
4. Identify what sexual harassment is.

Activity Description:

In this activity students will learn about bullying, frenemies and sexual harassment 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. When a friend teases you until it hurts your feelings, if they say they are “just kidding” then it’s not considered bullying.
 - a. True
 - b. False**
2. When someone is nice to a friend in private but puts them down in public to make other people laugh that is called being a “frenemy”.
 - a. True**
 - b. False
3. A way to stop bullying problems at your school is to:
 - a. Stand up for victims when you see it going on.
 - b. Start a school campaign to raise awareness about the problem.
 - c. Ask adults to get involved and agree to handle bullying seriously.
 - d. All of the above.**
4. 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’s usually the victim’s fault.
 - c. It’s not necessary to get an adult involved in this type of bullying.
 - d. All of the above.**
5. An anti-bullying campaign at your school could include:
 - a. Morning announcements about being a positive bystander.
 - b. Getting students and teachers to sign an anti-bullying pledge.
 - c. Creating posters to raise awareness around school.
 - d. All of the above.**

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 teasing I see is done in fun, not to hurt people.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. **Strongly Disagree**
3. Most students who get bullied bring it on themselves.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. **Strongly Disagree**
4. Bullying is just a normal thing kids go through.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. **Strongly Disagree**
5. Bullying helps people by making them tougher.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. **Strongly Disagree**
6. 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.
7. 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**

8. If you witnessed someone else being bullied, how likely would it be for you to step in and say something to help them?
- a. **Very likely**
 - b. Likely
 - c. Unlikely
 - d. Very unlikely
9. 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
10. 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: 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 handle someone acting as a “frenemy”.

Materials Needed:

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

Time Required:

40 minutes

Instructions:

Divide students into small groups and assign each group one of the following scene descriptions:

- A new student is being bullied in the cafeteria. Someone steps in to help.
- Someone has been spreading rumors about another student on social media. Some students have tried to help the student, but the bullying is continuing. It’s time to bring in an adult.
- A student is being harassed and bullied at the bus stop by one or more other students. There’s no one around to help, so the student must stand up for himself/herself.
- One friend is trying to get another friend thrown out of the group by talking behind their back but is always nice to their face, acting innocent. The other friends in the group don’t like how this gossip is affecting their friend.

Explain to students that they will be working in their groups to write a script that illustrates their assigned scene description. If these scenes aren’t a good fit for your class feel free to write different scenes.

Explain that the script must depict the scene and should illustrate any of the anti-bullying techniques they have learned. Tell the students that they will have six minutes to create their scripts and six minutes to practice their scripts. The rest of the class period will be devoted to watching each group's performance, followed by a short discussion.

Send students to their groups to begin work. Encourage them to practice at least once, and allow them to use hallways, adjacent rooms or any appropriate quiet space to do so.

After twelve minutes, bring the class back together. Introduce each group and let them perform. After each group finishes, ask the rest of the class to identify the situation being portrayed, identify how the bullying 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:

- 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 him or her and be a friend. Whether this means agreeing to walk home with him or her after school, sitting with him or her on the bus or at lunch, trying to include him or her in your school or social activities or just spending some time with him or her and trying to understand what he or she is going through, it will make a huge difference!
- Standing up for yourself in a bullying situation: Stand up to the person doing the bullying. If you feel safe doing this, tell the person who is bullying that what he or she is doing is wrong and that they should stop. Keep it simple. You could just say, "Ben, 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. Just be sure you don't bully them back!
- Dealing with a 'frenemy': Many kids have a hard time getting help from being bullied because it is their friend or friends who are bullying them. Sometimes they are nice and sometimes they are bullies, which can be confusing. How can kids tell the difference between friends playing or teasing and actual bullying? When is it a good idea to ask an adult for help?

Supplemental Activity: Create a Campaign

Objectives:

After completing this activity students will be able to:

- Demonstrate advocacy through the creation of an anti-bullying campaign for their school.
- Identify three ways to change school climate and communicate them to teachers, school administrators and parents.

Materials Needed:

- Campaign Activity Ideas Handout (can be found in the Handouts section of this guide or below the Act Now! Activity in the E-Learning Center)
- Art supplies as desired: poster board, paper (various sizes), markers, t-shirts (if available) etc.

Time Required:

40+ minutes

Instructions:

Tell students they will be developing their own anti-bullying campaign, either individually or in small groups. Students should review the Campaign activity ideas handout, pick two or three ideas that interest them or are relevant to them and make a plan to implement those ideas. They should document their plan in writing with specific details describing how the ideas would be implemented in their school setting. Once this plan is finished, students will create an item advertising part of their plan. They can create a poster, t-shirt design (on paper, or on t-shirts if available), PSA script, etc., based on the activities chosen.

Finished items can be displayed in the hall outside your class or, if appropriate, in a more visible school location like a cafeteria (with administrator permission).

To take it a step further, students could take their plans to one of three individuals for a short discussion: a teacher other than you, an administrator or a parent/caregiver. Other teachers might talk about ways to implement these ideas in the classroom, while administrators might talk about school-wide logistics, such as scheduling and possibly budget. Parent discussion may pertain to talking about ways the larger community could get involved. These discussion partners should sign the back of the student's item to confirm that the student met with them. You could also have the class vote on their favorite campaign and work together to follow through with the campaign in their school and make it happen.



Handouts

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



Campaign Activity Ideas

There are many ways to create anti-bullying awareness in your school. Here are a few examples:

- **Create public service announcements.** Write short tips to help stop bullying or how to get help with bullying. Include them in your school's morning announcements.
- **Create posters or signs to post around school.** Don't forget places where bullying can be more likely to occur like in the cafeteria, bathrooms and hallways.
- **Create a pledge wall.** Cover a wall in a visible area of the school with paper. Students can add an anti-bullying message to it. All students in the school can choose to sign the wall to pledge not to bully others and to help if they see someone being bullied.
- **Chalk it up!** Write anti-bullying messages on sidewalks in chalk to raise awareness on bullying prevention.
- **Give out Acts of Kindness Awards.** Ask students to nominate other classmates who have demonstrated positive bystander behavior (helping, telling or standing up for those being bullied). Announce awards over the loudspeaker or hold a special assembly to honor students who are making a difference against bullying.
- **Write articles.** Write an article to be included in the school newsletter. Or write something for your school's website about bullying prevention. You could also include quizzes, cartoons or an advice column.
- **Hold a Stop Bullying Now T-shirt Day.** Have shirts printed with an anti-bullying phrase or logo (you can first hold a contest to vote on one for the school). Or declare a certain color for everyone to wear to show their support of all the anti-bullying efforts.

Explore more ideas and tools to make your campaign a success at www.stopbullying.gov



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: Carrie  ; Freddie  ; Tom 

Phone	<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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Narrator	Newbridge Middle School welcomes you. Please choose a character.
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Player	[Roll over one of three character images to activate VO introductions]
Carrie	Want to know what's going on at school? Ask me. I know everything that's worth knowing. You don't know my name? Wow, you're the only one. I'm Carrie.
Freddie	I'm Freddie. I'm about to get out of Newbridge and go to high school! I can't wait.
Tom	So my name's Tom. This is a good school I guess. You just gotta know how to handle yourself.
Player	[Select a character]

Character 1, Interaction 1
Location: Cafeteria

Character: N/A

Phone	<i>Help</i>	What if you witness bullying? Sometimes the best thing you can do is just be there for the victim. Trying to understand what a person is going through will make a huge difference. It will show a kid who is being bullied that you care about him or her and the problems he or she is facing.
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Narrator	Good morning, students. Anyone with information on who is writing on whiteboards without permission should please report it to the administration.
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Whiteboard	<p>[Message #1] I hate Newbridge! Everyone makes fun of me! You guys suck, and so does your stupid school! Quit being jerks! -Anonymous</p> <p>[Message #2] I hate your face. If it wasn't so ugly, you wouldn't have problems. Lighten up. It's just the way people joke around. You're never gonna make friends if you don't learn to relax. (BTW, didn't you take Spelling in grade school???) -DANE</p>				
	Prevent	Discourage	Allow	Encourage	Participate
Player	Defend the anonymous kid.	Tell Dane to stop.	Do nothing.	Agree with Dane.	Make fun of the anonymous kid.

Whiteboard	[Player response on whiteboard] Hey Dane. Everyone deserves respect – try listening to people, and don't be so harsh!	[Player response on whiteboard] Why don't you lighten up Dane? Everyone doesn't play by your rules.	[Move to next interaction]	[Player response on whiteboard] I'm with Dane. Don't be so uptight.	[Player response on whiteboard] Hey Kid, "whyy" don't you "lurn" to "shutt" up?
Player	Okay.			I'm outta' here!	

Character 1, Interaction 2

Location: Cafeteria

Character: Ms. Augustine 

Phone	<i>Help</i>	If the environment at your school supports bullying, working to change it is important. Enlisting the help of friends is a good way to change the climate and set an example.
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Narrator	Just a reminder – this is Stop Bullying Week at Newbridge. Think about who your friends are. Do they ask you to do things you normally wouldn't? If they do, are they really your friends?
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Ms. Augustine	Hello [Player character name]. Did you get the anti-bullying video the school sent out for Stop Bullying Week?		
Player	What video?	Video about what?	I have to go to class.
Ms. Augustine	It's about "frenemies". Check your phone.	It's on "frenemies". It should be on your phone.	It's pretty short. Check your phone. There should be a clip there.
Player	Okay, I'll check it.		Fine.



Phone	<i>Video</i>	Frenemies video
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	Prevent	Discourage	Allow	Encourage	Participate
Player	I feel like I should do something.	I stay away from all that, Miss A.	What school did that come from?	Whatever. I think it's funny. Just kids being kids. No big thing.	My friends and I tease each other all the time. That's not bullying.
Ms. Augustine	Be an example. Show people how to act with respect.	Sometimes you have to act, not just avoid.	Not far from here, but it happens everywhere.	Kids or adults, people were being hurt.	Sometimes teasing goes too far and someone gets hurt. You'd better think twice if you think that's not bullying.
Player	I knew a kid who wouldn't stop touching this girl when he saw her in the hall.			What happens when the bullying is really mean – like, sexual?	
Ms. Augustine	That's sexual harassment – a.k.a., any type of unwanted physical or verbal attention that comes across in a sexual way.				
Player	I've known kids who had to deal with that.	I get it, but how do I deal with that?		What am I supposed to do?	
Ms. Augustine	First of all, you have to remember that it's never the victim's fault, even though they might feel like it is. Whenever sexual harassment happens, it needs to be reported to a trusted adult right away.				
Player	But, it's so embarrassing. I wouldn't want to tell anyone about it.	Yeah but, what if you tell an adult and they don't really do anything about it?		Maybe we shouldn't make such a big deal about it.	
Ms. Augustine	It can be hard to tell someone and get help, but it's really serious and can do damage to someone's self-esteem if it keeps going on. Telling an adult is really the best way to get help and make sure the other person stops harassing. If one adult doesn't take it seriously enough, find another until someone really listens.				
Player	Thanks, that was a lot to learn.			Thanks Miss A.	

Character 1, Interaction 3

Location: Library



Character: Zink the Zebra (no voiceover)

Phone	<i>Help</i>	Read up on anti-bullying. Download the documents and take them with you! At your school, think about where and when bullying takes place, and what rules prevent it.
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Narrator	Who's Zink, you ask? Zink the Zebra is our Stop Bullying Week mascot. She's hanging around, so make sure to learn more about her. Visit our anti-bullying website on any school computer.
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Player	[Selects computer]				
Player	[Selects Anti-Bullying Campaigns button]				
Computer	Anti-Bullying Campaign lesson plays				
Player	[Selects Chat button]				
Zink	Hi there. What question do you want to ask me?				
Player	Why should I care about bullying?	What's so important about anti-bullying?		How can I help?	
Zink	Nobody wants to be treated differently because of who they are. You can stop this by stopping bullying.	Kids have the right to go to school without being judged. Stopping bullying is how you help.		Contribute to Stop Bullying Week. There's a diversity play coming up that you can help with!	
	Prevent	Discourage	Allow	Encourage	Participate
Player	Yeah, I'll help! I'll tell a couple friends, too.	I'll be on the lookout for ways to help.	Whatever.	I watch out for myself. Forget everything else.	No way am I getting into this grade school stuff.
Zink	Thank you! Your comments have been logged.				
Player	Okay.		Whatever.		

Choose Character 2

Location: Cafeteria

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

Characters: Carrie  ; Freddie  ; Tom 

Phone	<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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Narrator	Time to choose another character for the next part of your day.
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Player	[Roll over one of three character images to activate VO introductions]
Carrie	Want to know what's going on at school? Ask me. I know everything that's worth knowing. You don't know my name? Wow, you're the only one. I'm Carrie.
Freddie	I'm Freddie. I'm about to get out of Newbridge and go to high school! I can't wait.
Tom	So my name's Tom. This is a good school I guess. You just gotta know how to handle yourself.
Player	[Select a character]

Character 2, Interaction 1

Location: Hallway

Character: Ross 

Phone	<i>Help</i>	Too often, people just don't take bullying seriously until something really terrible happens and we hear about it on the news. Don't let yourself get talked into doing or saying things you don't agree with.
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Narrator	Hi there, Highlanders. Remember, a true friend will never make you act in a way that makes you feel uncomfortable.
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Ross	[Player character name], what's up? You're not into this anti-bullying campaign stuff, are you?									
Player	The Zink stuff? It seems okay.			I don't have a problem with it.			It's alright. The school's just trying to make things better.			
Ross	Come on. We're too mature for this.			Seriously, we don't need this. And I know you're too smart for it.			It's like they're trying to control everything we do and say! That's unconstitutional!			
	Prevent		Discourage		Allow		Encourage		Participate	
Player	But the overall message is good: treat people with respect.		I still think it's ok. You don't have to agree with it.		Just stop thinking about it.		I guess you're right.		Everyone wants to control kids. This whole thing sucks!	
Ross	I could get with that.		I don't really. But I won't bug you about it.		I will.		I know I'm right!		Rise up!	
Player	Good to hear.	Me too.	See ya.	Later.	Later!	Bye.	LOL!	Later.	Sounds like a plan!	Bye.

Phone	Message	[Message that displays depends on score.]				
		+5 or greater	+4 to +2	+1 to -1	-2 to -4	-5 or less
		This is [Character 1]. Ur a good kid. Help me fight against bullying!	Hey, it's [Character 1 name]. Like the way u act!	Did u c Jared's new phone? It's fly!	Loser!	U gonna take ur cuzin to homecoming?

Character 2, Interaction 2

Location: Classroom

Character: Janelle 

Phone	Help	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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Narrator	Ever met an unfamiliar face in a group of friends? How would you like to be treated if you were the new kid in town? Spread tolerance by trying out for the diversity play today!
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Janelle	I saw that weird girl wearing a stupid Zink picture on her backpack!				
Player	What's wrong with that?	Why are you so worried about it?		For real?	
Janelle	It's gettin' on my nerves!	I'm not! Who cares about losers like that?		Yeah. I heard she's flunked like six classes!	
	Prevent	Discourage	Allow	Encourage	Participate
Player	I'm not tryin' to judge anyone I don't know.	Don't worry about her business. She's not	I don't care.	You should mess with her after school!	Let's mess with her after school!

			hurting anyone.								
Janelle	You're right. I'll lay off.		Yeah, maybe I should calm down.		Yeah, I guess I don't either.		Oh, it's done.			Yeah! Let's steal her precious backpack.	
Player	Good.	That's the right choice.	See ya.	Yeah. Later.	Later!	See ya.	Yeah!	That'll be great.	LOL!	Hilarious.	

Choose Character 3

Location: Cafeteria

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

Carrie  ; Freddie  ; Tom 

Phone	<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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Narrator	Finish out your school day by picking another character now.
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Player	[Roll over one of three character images to activate VO introductions]
Carrie	Want to know what's going on at school? Ask me. I know everything that's worth knowing. You don't know my name? Wow, you're the only one. I'm Carrie.
Freddie	I'm Freddie. I'm about to get out of Newbridge and go to high school! I can't wait.
Tom	So my name's Tom. This is a good school I guess. You just gotta know how to handle yourself.
Player	[Select a character]

Character 3, Interaction 1

Location: Cafeteria

Character: Mandy 

Phone	<i>Help</i>	One of the most painful aspects of bullying is that victims often feel alone and isolated. When it goes on and on, bullying can put a person in a state of constant fear, especially if they feel no one cares about them.
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Narrator	Remember, Highlanders: diversity play try-outs are today. Be sure to show your school spirit by offering your talents!
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Mandy	You don't have to talk to me. I just want to be alone.				
Player	You're Mandy. People are talking about that polka dot zebra you wear.	Who are you? What's up with you?		Are you Mandy? Did you write that stuff on the whiteboard?	
Mandy	It's just a symbol of tolerance. I got it from a friend who used to get bullied. And everybody's ignoring me cause they think it's dumb!	My name is Mandy, but I don't expect you or anyone to know that.		Yeah. It's the only way I could get anyone to listen to me.	
	Prevent	Discourage	Allow	Encourage	Participate
Player	Sorry you're having a hard time. Maybe we could hang out sometime.	You seem ok. Don't worry about what other people think or say.	I gotta go to class.	You just need to lighten up a little.	I don't blame anyone for not talking to you.
Mandy	That would be cool.	Thanks.	Okay, see ya later.	I'm sick of people telling me that!	Shut up! I'm leaving!

Player	Great.	Yeah.	See ya.	Later.	Later!	Bye.	Then try it!	Whatever.	Sounds like a plan!	Great.
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Character 3, Interaction 2

Location: Classroom

Character: Ms. Augustine 

Phone	<i>Help</i>	When one person speaks out against bullying, it encourages others to add their support and take a stand, too. Stand up for your rights and the rights of everyone!
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Narrator	Changing bullying takes more than just talking to one person. What happens when an entire group of friends is involved?
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Ms. Augustine	Hi there [Character 3 name]. I'm still researching. I've found some alarming comments in this video.				
Player	Can I see it?	Who's in it?		What's it about?	
Ms. Augustine	Of course. It's a testimonial video. This really happened.	A girl from a nearby school. She talks about her own experiences.		The girl in this video is telling bullying stories from her own life.	
Player	Okay, I'll check it out.		Fine.		
Player	[Selects video player on whiteboard]				
Video	Interview with Caroline video				
	Prevent	Discourage	Allow	Encourage	Participate
Player	What do you think I can do?	Pretty serious stuff. I hope it gets better.	You should meet my friends if you think that's bad!	She's kind of a whiner.	Why is the school trying to control us?
Character	Plenty. Help with the diversity play. Or just treat people	That's what we're working on this week. I	Why don't you come back after school and we can talk	Judging her that way isn't fair.	We're only trying to show you different paths that

	how you want to be treated.	hope you can help.	more about your situation. It sounds like it could be a real bullying problem.		are available to you.
Player	I will!	Okay!	I see. I'll try.	Bye. Later.	Later. Bye. What-ever. Sure.

Character 3, Interaction 3

Location: Hallway

Character: Dane 

Phone	<i>Help</i>	Many students who are sexually harassed do nothing, but ignoring sexual harassment will not make it stop. Practice what you've learned to stop bullying whenever and wherever it happens.
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Phone	<i>Message</i>	[Message that displays depends on score.]				
		+10 or greater	+9 to +5	+4 to -5	-6 to -8	-9 or less
		It's [Character 2 name]. U set an example 4 all of us!	Heard ur a good kid. Keep it real. [Character 2 name]	Yo! Wat up? [Character 2 name]	You hang out with lozers! [Character 2 name]	You're the leader of the nerd herd! [Character 2 name]

Narrator	We realize there might be a bit of a bullying problem at Newbridge. Support a better school climate by getting involved!
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Dane	Did you just talk to that Mandy girl?		
Player	Yeah.	I saw her in the cafeteria.	I did. She actually seems alright.



Dane	I'm sick of that chick. We gotta get rid of her and this stupid play.		She and her zebra can go jump off a cliff. Come on, let's mess up the play try-outs.		Yeah, she probably wants you. Let's get out of here and go mess with the kids at the play try-outs.
	Prevent	Discourage	Allow	Encourage	Participate
Player	Are you serious? Your attitude is getting old. Let go of that hate, man!	What's your problem? I'm not gonna disrespect anybody or anything with you.	Not interested. Text me if you wanna hang out later.	You go ahead. Let me know how it goes.	Alright, I'm up for that.

Closing Presentation

Score	+12 or greater	+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

You put your beliefs to work. When it comes to respect, people know you as someone who gives it unconditionally, and also expects it in return. Dane tried a couple more times to sabotage the diversity play, but your influence at school gave the play a lot of support from students and teachers. Ms. Augustine was so inspired that she's now working to revise the school's anti-bullying program. Overall, the climate at Newbridge is great, and part of that is thanks to you.

Presentation 2

The choices you make are generally positive, but some of them could be better. Bullying is like a sickness – it will get worse if it's not treated. And if you stand by while bullying takes place, it will spread and spread. Thinking that bullying is wrong just isn't enough. Sometimes you have to act ... either by speaking out, or letting teachers know that there's a problem. Mandy is feeling more comfortable, but she still gets picked on from time to time. This causes her to lash out at people even if they're trying to help. If you acted on your beliefs a bit more, things could be better.



Presentation 3

It's not always easy to tell the difference between right and wrong, but you have a gift for it. For some reason, though, you never step forward to support what's right and stop what's wrong. Kids at Newbridge go about their business being normal people or bullies without reaction from you. Unfortunately, the bullies have the loudest voice right now, and that's making things worse for everyone. Dane is relentlessly picking on Mandy. The diversity play was well-attended but spoiled by some kids making fun of it from the back row. Ms. Augustine is having trouble controlling her classes, where nobody seems to be willing to listen to ideas about respect. If only you would speak up, the school climate might improve.

Presentation 4

The bullies at Newbridge are who they are because of you. When you see someone getting hurt emotionally or physically by a bully, your usual reaction is to laugh and encourage that kind of behavior. Mandy is on the verge of leaving Newbridge because Dane has started leaving messages all over – on lockers, in the library, in classrooms – making fun of her physical appearance. You're not helping by congratulating him when you see him. Ms. Augustine has tried to oppose this kind of behavior, which seems to be spreading, but she's getting very little support from students. It's time to think about how your actions are affecting the state of Newbridge Middle School.

Presentation 5

Here's the bottom line: life is not good for you or anyone around you at Newbridge. You've established yourself as someone who gets mad easily, and people have learned to fear your verbal attacks. Mandy transferred to another school because she was feeling tortured and was afraid to come to Newbridge anymore. For a while, you and Dane bonded over "chasing the new girl away", but you ended up getting in a fight over who was tougher. You both got in-school suspensions, but it hasn't taught you anything. You're still as mean as ever. And it's time for you to think about how you're going to get back on the path of respect.

Video Transcripts

Frenemies - (Character 1, Interaction 2)

Older: Oh hey sis, I've been waiting for you for a while. What took you so long? Are you OK?

Younger: Yeah, I'm fine. I dunno. I guess I am. Something weird just happened.

Older: What was it?

Younger: Well after school, I was at my locker, and Marie came up to me. You know she's that cool girl I made friends with through soccer this year?

Older: Yeah...

Younger: Well anyway, she came up to me and told me that she wants us to be best friends but, that she doesn't like Rebecca because she's a dork. She said that my hanging out with Rebecca would rub off on her and make us both look bad. But you know Becky & I have been friends since kindergarten? And our families are close and go on trips and stuff? I don't think I could not be her friend like Marie wants.

Older: Of course you couldn't, that's crazy! You know that would really hurt Becky's feelings.

Younger: Yeah but, Marie also said that if I don't stop hanging out with Rebecca, I can't go to her sleepover party this weekend and she'd find a new best friend. She's so popular; I know she could find a new friend in a heartbeat too.

Older: Hold on, that's not right! You can't disrespect Becky like that. What Marie is asking you to do isn't being a true friend. She's kind of acting like a 'frenemy'. She'll be your best friend, as long as you do what she likes but, as soon as you cross her, she'll dump you and find a new best friend who will go along with her rules.

Younger: Then what should I do? I really want to be friends with both of them. Marie can be fun and we have a great time on the bus for soccer. But I can't not be Becky's friend either.

Older: I would stand up to Marie. Let her know that you'd really like to be her friend but you've got other friends you like to hang out with too, like Becky. Tell her that being a good friend isn't threatening to leave you out and, if that's what she's gonna do, then maybe she's not a good friend. You don't need that kind of drama.

Younger: I guess you're right. I'm gonna call Marie when we get home and I'm gonna tell her that Becky's too important to dump and that I can be friends with both of them. If she dis-invites me this weekend at the sleepover, will you take me to the mall instead?

Older: Sure sis. You got it!

Younger: Thanks.

Interview with Caroline – (Character 3, Interaction 2)

Yes, I have been a victim of bullying. My friends like to tease me, usually about what I look like. And it starts out as a joke, but then they keep going and going, and it builds up. And it gets harder and harder to shake off. Usually I can laugh it off, but after a while, you just can't.

It makes me feel a lot less confident about myself. And it doesn't feel good. I mean, they're my best friends. I'm supposed to be able to trust them. They should like me for who I am. But it makes it really hard to feel that way when they're teasing me all the time.

I was thinking about talking to them, and it was kind of weird. I didn't know how to handle the situation because they were my friends. And so I talked to my mom about it, just to know like, get another person's point of view, to even, if it's an issue or not or if it, I just should, not be a big deal. And I ended up talking to her, and she suggested that I should talk to them about it. And so I did. It didn't really change much though. I just, they didn't really understand my point of view on the issue. But I think it was good that I let them know so that it is in the back of their minds, so that maybe next time it might not happen to the extent that it has before.

I think it's a good idea to get adults involved when there's bullying taking place. Sometimes they can go directly to the source and talk to the person who is doing the bullying, but other times, it's just nice to have another person involved so you don't feel so alone, because the adult often may have gone through bullying themselves, and gotten bullied. And they can give a lot of good insight and support to the person who is being bullied. And that helps a lot.

Lesson Transcripts

Anti-Bullying Campaign Lesson (Character 1, Interaction 3)

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.

Links shown on final slide with hyperlinks for students to access more information:

The first link directs students to Campaign Activity Ideas Handout found in the handouts section of this guide and on the Act Now! Activity page in the E-Learning Center.

The second link directs students to www.StopBullying.gov.



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