You cannot shake hands with a clenched fist.
— Indira Gandhi

What do we live for, if not to make life less difficult for each other?
— George Eliot
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Re: Lilli Trinchero Celebrate Diversity Acceptance Initiative

Dear Teachers, Counselors, and Administrators:

Please use this handbook resource to assist you in the prevention and intervention of bullying in your school. There are steps you can take to build school climate, raise awareness and intervene. Contact our Safe and Drug Free School office if you need any further information, materials or assistance.

Thank you to the Community Foundation of Western Nevada and most of all thank you to Lilli Trinchero for making this project possible.

Thank you, also, to Mary Slagle for her careful assembly of the No Bullying Allowed Handbook for Teachers resource materials.

Together, we can make a difference!

Warmly,

Katherine Loudon
Thank you to Lilli Trinchero and her Celebrate Diversity Fund. Without this support this handbook would not be possible.

We would like to also thank the individuals, organizations, and companies that allowed us to copy materials and include them in this training handbook.

Stop Bullying Now – Take A Stand, Lend A Hand
Provided by the U.S. Department of Human Services

Take A Stand Against Bullying
Coordinated by the Shoreline Police Department and King County Police Department,

Sponsored by the Washoe County Sheriff’s Office and the Washoe County School District Police Department
STOP BULLYING NOW!

Take A Stand. Lend A Hand.

Is it Teasing, Telling, or Bullying? How Can We Know?

Lessons for Elementary Classrooms
Bullying or Teasing?
(Sample Activity for Staff and/or Students)

1. Sam got a new haircut. Now Susan calls him “peach fuzz” and rubs his head every chance she gets.

2. Everyday at lunch Mike takes a bite out of Bill’s sandwich.

3. Everyday Paul is afraid to walk past Philip in school because Philip, an older student, waits for him on the walk home. Philip calls him names and sometimes takes things that belong to Paul.

4. Mary told everyone in her group that Jenny is disgusting and that they shouldn’t talk to her. Now nobody will talk to Jenny or play with her.

5. Jon has a speech problem and mispronounces some words. Ray starts to imitate the way Jon talks and the others in the group laugh.

6. Each day on the bus to school two of the older boys sit behind Joan and tell her awful things they will do to her if they see her at school.

For each situation decide:

A. Is it bullying or teasing? What other information might you want to help clarify the situation? How could you get it?

B. What would you do if the situation was reported to you by the target? By a third party?

C. Identify the actions you would take. (Talking, documenting, etc.)

D. Assume that in 1, 2, 4 and 5 all students are the same age (whatever age you want). If time allows, change the age by 5 years and see what difference if makes in how you would respond.

E. Role-play the discussion you would have with the bullying student in each of these situations. Assume it is a “first offense.”

** Sample provided by Chuck Saufler, Certified OBPP Trainer.
Used for a training activity, staff discussion groups or classroom discussion topics.
Telling (Reporting) and Tattling

(Sample Activity for Staff and/or Students)

Telling and tattling are not the same.

- Tattling means reporting somebody’s behavior to get them in trouble and/or to get attention for yourself.
- Telling means reporting someone’s behavior in order to get help.
- The purpose is to protect yourself or someone else (safety concern), or to prevent or report property damage.

Exercise:

With a partner read and discuss the following. Decide if it’s telling or tattling.

1. “Teacher, Billy stuck his tongue out at me.”
2. “Teacher, Moe says his father has a gun at home and that he knows how to use it.”
3. “Teacher, there is a big kid that takes my milk at lunch everyday.”
4. “Teacher, there are these kids at recess who won’t let us play on the basketball court.”
5. “Teacher, I’m afraid to go to the boys room because of the older kids.”
6. “Teacher, John was running in the hall.”
7. “Teacher, I saw Lee pushing little kids off the swing.”
8. “Teacher, Joan put soap all over the bathroom.”
9. “Teacher, Lynn has a knife in his backpack.”
10. “Teacher, Jason and Joe are snapping towels in the shower room.”

** Sample provided by Chuck Saufler, Certified OBPP Trainer.
Used for a training activity, staff discussion groups or classroom discussion topics.
Lesson 1: Teasing and Bullying Are:

Students address the meaning of teasing and bullying.

K-1 Activity: “I think” (1 class session)

MATERIALS NEEDED: Chart paper; markers

PREPARATION: On one large sheet of chart paper, write “I think teasing is. . .” as a heading. On another sheet, write the heading “Anti-teasing ideas. . .”

1. In a discussion group, tell students that you are interested in their ideas about teasing and bullying.

2. Ask students to take a moment and think about finishing this sentence: “I think teasing is. . .”

3. Give each student a turn and write down how he or she finishes the sentence. Be sure to write each student’s name next to his or her sentence.

4. Discuss what students have said. Point out similarities and differences in their perceptions.

5. Read through the sentences together and ask students to think about how they might stop each of the teasing behaviors listed on the chart.


7. Mount both charts next to each other and revisit them periodically or as incidents of teasing occur.
Lesson 1: Teasing and Bullying Are:

Students address the meaning of teasing and bullying.

1-2 Activity: Making anti-teasing and bullying posters
(1 class session for discussion; 1-2 class sessions for poster-making)

MATERIALS NEEDED: Paper; markers; crayons for poster-making; “Be a buddy Not a Bully” poster (optional; see Annotated Bibliography for ordering details)

1. Ask students to brainstorm: How can we get people to stop teasing and bullying?

2. Have students work individually or in small groups to plan and create their own anti-teasing and bullying posters.

3. Display the posters in the classroom or school hallway.

4. Expand on the activity by using the posters to start (or become part of) a school-wide anti-teasing and bullying campaign.

5. As an option, use the poster, “Be a Buddy Not a Bully,” to provide inspiration for brainstorming and poster-making.
Lesson 1: Teasing and Bullying Are:

Students address the meaning of teasing and bullying.

2-3 Activity: Thinking about teasing and bullying *
(brief introduction, plus 1-2 class sessions)

MATERIALS NEEDED: Think about Teasing and Bullying worksheet; chart paper; markers

PREPARATION: Make copies of the Think about Teasing and Bullying worksheet for each student.

INTRODUCTION
Tell students that you are interested in finding out what they know about teasing and bullying. Then distribute the worksheet, and go over it with students to see if they have questions.

HOMEWORK: Have students fill out the worksheet as homework.

1. With their completed worksheets, divide the class into small groups and allow about 15 minutes for them to discuss their responses. Write questions on the chalkboard to help guide discussion:
   - How did it feel to be teased or bullied?
   - What were things you agreed were teasing or bullying?
   - Did anyone disagree? Why?
   - How did you know if something was teasing or bullying?
   - What made you think so?

2. Ask each group to report back to the class. As the groups report, facilitate the discussion by asking:
   - Do you all agree on what is teasing or bullying?
   - Do boys and girls view the same behavior differently?
TEACHER TIP:
Keep notes for yourself on student ideas and incidents to use as problem-solving scenarios.

3. Discuss the following questions with the group. Help students make the distinction that a bully isn’t who you are, it’s how you act. Sometimes the same person might act like a bully one minute and a friend the next. This will reinforce the idea that these are behaviors that we can change.

- What is a bully?
- Is a bully always a bully?
- Why do people tease?

4. Point out to students that they know a lot about teasing and bullying. Using their answers to the questions on the worksheet, work together to write definitions of teasing and bullying on chart paper to hang up in the classroom.

Sample: 2nd Graders Talk about Why People Tease

- To get attention
- To make you mad
- For revenge
- Because they’re bored
- To get popular
- Because they don’t feel loved

Sample: 3rd Grade Definitions

**Teasing is. . .**
- saying bad things
- pretending
- saying false things

**Bullying is. . .**
- pushing
- making someone do something
- blackmailing, threatening

* This activity is adapted from one in L. Sjostrom and N. Stein, Bullyproof: A Teacher’s Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students (Wellesley, MA: Center for Research on Women at Wellesley College and the NEA Professional Library, 1996).
2-3 Activity: Acts of kindness
(5 10-minutes sessions per day for journal writing; 1 class session for discussion: charting/graphing)

MATERIALS NEEDED: Student journals; chart paper; markers

1. As students communicate with each other about teasing and bullying behavior – things they don’t want to happen – remember that it is also important to have them think about positive behaviors – things they do want to happen. You can refer to these as “Acts of Kindness.”

2. Tell students that for one week they are going to keep track of the ways students in the class treat each other. They will note acts of teasing and bullying and compare them to acts of kindness.

3. Ask students to keep a daily journal for five school days about what they observe. Ask them to note if they teased or bullied anyone, if they were teased or bullied, or if they saw anyone else being teased and bullied. Did they do anything when they saw someone else being teased and bullied? On a separate page, they should note their acts of kindness toward others, or when someone acted kindly toward them.

4. At the end of the week, ask if anyone would be willing to share specific examples of what they recorded. Tell students they should not use names when sharing negative examples.

5. Discuss what students observed and chart the kinds of incidents reported. Ask students:
   - Based on what you observed, how do you feel about how we treat each other in school?
   - Was there more teasing and bullying behavior or acts of kindness?
   - Did anyone step into stop teasing or bullying?
   - Do girls and boys treat each other with respect?
   - What can we do to help each other be more kind?

6. Make a graph of teasing/bullying incidents and acts of kindness reported by students. As a follow-up activity, repeat the week-long observations and graph them as well. Compare the two graphs to see if there have been changes in balance between teasing/bullying and kind acts.

NOTE: An alternative method is to give each student several index cards of different colors, which they can tape to their desk like a little book. They should record acts of teasing and bullying on one color card; and acts of kindness on the other. (The top card should be kept blank to keep notes private.)
Dear family member,

We have been talking about teasing and bullying in our classroom. We want your child to feel comfortable talking about this topic openly in the classroom. We hope you will encourage your child to talk about teasing and bullying behavior at home, too.

**Here are some ways you can help:**

- Remember hitting back is not a choice at school.
- Teach your child to walk in a confident manner.
- Encourage your child to walk away and tell an adult if he or she feels someone is about to hurt her or him.
- With your child, practice using a strong voice or strong look.
  
  These are things we have practiced at school.

  - Talk about safe ways to act in situations that might be dangerous. For example, identify a safe house or store or walk with an adult or older child.

    With regards,
WORKSHEET

Think about Teasing and Bullying

Name: ___________________________  Date: __________________

Think and write down your thoughts.

What is teasing?

________________________________________________________________________

________________________________________________________________________

What is bullying?

________________________________________________________________________

________________________________________________________________________

Have you ever been teased?

Describe one experience.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did you feel?  Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Exploring Courage

She’s my friend. Stop teasing her.
It’s mean to tease.

— Second-grade student

While the children have been exposed to “courage” in many pieces of literature that we’ve read, this allowed them to take the term and relate it more to real-life situations. It certainly opened their eyes to the many ways courage can be displayed.

— First-grade teacher
Lesson 2: Exploring Courage

Students write friendship poems.

2-3 Activity: Writing friendship poems
(Introduction, plus 1 class session)

MATERIALS/PREPARATION: Make a copy of *The Friendship Poem* worksheet for each student.

INTRODUCTION
Introduce the activity by asking students:

- What makes a good friend?
- Why are friends important?
- Do girls have boys as friends? Why? Why not?
- Do boys have girls as friends? Why? Why not?

Explain that they are going to be writing poems about friendship. You may want to read a poem as an example, and talk about some of the elements of poetry, e.g. rhyming cadence.

HOMEWORK: Give out *The Friendship Poem* worksheet as a homework assignment.

1. After students have completed their poems, ask for volunteers to read theirs to the class.

2. Expand on the activity by compiling the poems into a book, holding a poetry reading with other classes in the school, or publishing the poems in a school newspaper.

Sample: Poems from a 3rd Grade Student

Friends are very special
If you have a friend you’re not alone
Friends are important for me to have
If I did not have a friend
Who would I play with?
If I did not have a friend
Who would I talk to?
Friends are very special!
Sample: Poems from a 3rd Grade Student

Today someone teased me for the color of my skin.
They called me dumb and had a particular grin.
I said it didn’t matter what my religion or my race is.
I said I didn’t care what the color of my face is.
They said it was true.
So now we are friends
And that’s how the whole story ends.

When you’re down in the dumps
and bullies give you bumps
and you really need a friend…
Wait! Here he comes!
He gives you a slap on the head.
You return a jab.
But before you know it you’re bagged.
But you know it’s just play.
No matter what you say.
You’re best friends.
WORKSHEET
The Friendship Poem

Name:_________________________________________ Date: _________________

We have talked about teasing and bullying, and all of you shared important feelings. We acted out different issues of teasing, and many of the situations involved, the importance of listening to each other and trusting friends. We made a list of statements that will help people think and avoid conflicts.

Having a friend.
Being a friend.
Trusting a person.
Respecting people are powerful emotional feelings.

Use the space below to create a poem about one of these feelings.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Re-Read your poem. Correct any errors. Does it express your thoughts?
“To prevent bullying, educators need to do nothing less than change school culture, the social environment in which learning takes place.”

– J. David Hawkins

Without question, bullying is a prominent issue in schools across the country. While there are a myriad of options for dealing with bullying in the school environment, research has consistently shown that the most effective means of addressing bullying is through a comprehensive, school wide approach. New Zealand researcher Kenneth Rigby found that programs that teach students to recognize and intervene in bullying incidents have the greatest impact on curbing incidents of bullying and harassment in schools.

*Take A Stand Against Bullying* was designed to help students, teachers and parents change the culture within their schools that has traditionally allowed bullying behavior to occur. Using a combination of Powerpoint presentations, discussions, assignments, activities, books and games, students will learn simple definitions of bullying as well as concrete examples of how it occurs and what they can do to intervene. The curriculum uses common language throughout and progressively builds on knowledge acquired at lower grade levels.

The program includes the following components:

- Elementary Lessons (Kindergarten, Grades 1 & 2, Grades 3 & 4, and Grade 5 & 6)
- Middle School Lesson (Grades 7 & 8)
- High School Lesson (Grades 9-12)
- Bully Intervention
- Target Intervention
- Teacher / Staff Training
- Parent Education
- Sample Policy
- Evaluation Surveys

This program was created by Sergeant Michelle Bennett and Deputy Jessica Sullivan and was made possible by the Shoreline Police Department, the King County Sheriff’s Office and a Juvenile Accountability Block Incentive Grant.
Elementary School Curriculum

This section contains a curriculum for elementary school students that is broken into grade appropriate components: Kindergarten, first and second grade combined, third and fourth grade combined, and fifth and sixth grade combined. This curriculum is designed to foster group discussion among students by offering story-telling and role-playing activities. In addition, the curriculum offers individual worksheets and assignments centered on the topic of anti-bullying education. By the end of this course, students will:

- Understand the definition of bullying
- Understand the basic components of respect and friendship
- Learn safe ways to report bullying
- Know the difference between tattling and telling
- Understand the basic concepts of bystander prevention
- Understand how to work through the problem-solving process when dealing with a bullying issue
Let’s Talk About Bullying

Kindergarten

Introduction:

Students at this age may not know the definition of bullying. Start class by asking the students a group of questions. The questions include:

1. Has anyone ever teased you or made fun of you and hurt your feelings?
2. Has anyone ever pushed you?
3. Has anyone ever scared you?
4. Has anyone ever not let you play with them?

Tell students that these are all examples of bullying.

Definition:

Tell students that today you are going to talk about bullying and what students can do to stop it.

Clarify that bullying happens when:

1. Someone teases you and makes you feel bad.
2. One child or a group of children will not let you play with them.
3. Someone hurts you or says that they are going to hurt you.
4. Someone bigger than you makes you feel afraid or makes you do something that you don’t want to do.
Lesson Plan:

Read the book *King of the Playground*. Kevin has a problem with Sammy the bully. Kevin wants to go to the playground and play, but Sammy threatens to do a lot of different things to Kevin if he plays on any of the playground equipment. Students will see how Kevin solves his problem.

Questions for students after reading the *King of the Playground* book:

1. Why do you think Sammy wouldn’t let Kevin play on the playground?
2. How do you think Kevin felt when he was being bullied?
3. What would you have done if you were Kevin?
4. What could you have done to help Kevin if you were his friend?

Group Discussion

1. Ask students to describe what bullying looks like.
2. Ask students to tell you about a time when they were bullied or saw someone else being bullied.
3. Ask students what they can do to stop someone from bullying them.

*Possible responses include:*

- Tell the bully how they are making you feel.
- Look right at the bully and tell them that they are bullying you. Tell them firmly that you don’t like it and that they need to stop, then walk away.
- If they will not stop, tell a teacher or an adult.
4. Ask students what they can do to help someone else who is being bullied.

*Possible responses include:*

- If someone is being hurt by what another student says or does, find an adult and let the adult know.

- Ask someone who is all alone to come and play with you.

5. Group discussion scenarios: Facilitate a group discussion regarding the following scenarios.

- You are playing on the playground when you see a student who appears to be very sad. She is sitting by herself at the corner of the playground.

  *The desired response is to ask the student to come play with you.*

- You see a student push another student down on the playground. The student who was pushed starts crying.

  *The desired response is to go get a teacher for help.*

- You hear a student call you a mean name (pick one) and it hurts your feelings.

  *The desired response is to tell the bully how they are making you feel and tell them that you do not like what they are doing. Then walk away.*

- A 3rd grader keeps locking you outside your classroom, it’s cold outside, and you don’t know how to get back in.

  *The desired response is to find an adult for help. You should let the adult know that this keeps happening to you so that they can take action and make it stop.*

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Performance Objectives:

1. Students will understand the definition of bullying.
2. Students will understand how bullying hurts other people.
3. Students will be able to express feelings about how bullying makes them feel.
4. Students will understand that bullying happens when one person has more power than another person.

Performance Goals:

1. Students will know how to report bullying.
2. Students will know strategies regarding stopping a person from bullying others.
3. Students will know strategies regarding stopping someone else from bullying them.

Optional Activities

1. Picture books*
2. Storytelling
3. Talking
4. Drawing
5. Coloring*
6. An additional lesson incorporated into this curriculum can be teaching students how to make “I” statements about how they feel.
   For example, “When Billy took my book, I felt…”
* See building liaison for these special activities and materials.

Helpful Hints for School Resource Officers:

1. Lessons should be no longer than 30 minutes long.
2. Parts of this lesson plan can be taught throughout the week.
3. This lesson should be integrated with other curriculum such as story time, or group activities whenever possible.
4. This lesson plan can be given to a whole group of children, but a more effective method of teaching would be to split the children into small groups or separate “work stations” to perform different anti-bullying activities.
5. Students should sit close to the teacher (for example, on the floor), which will help them to pay attention and will keep order in the classroom.
6. When reading the book, pause regularly to allow students to come up with solutions.
7. These exercises are a good learning opportunity to teach children how to listen.
8. These exercises are a good learning opportunity to teach children the difference between a question and a statement.

King of the Playground:

28 pages, Author: Phyllis Reynolds Naylor, Illustrated by Nola Langner Malone
Let’s Talk About Bullying

Grades 1-2

Introduction:

Tell students that today you are going to talk about bullying and friendship.

Ask students in a group discussion format:

1. What is bullying?
2. What are some examples of bullying behaviors?
3. How would you feel if you were being bullied?
4. How can you help someone else who is being bullied?
5. How do you like to be treated by your friends?
6. How should you treat your friends?

Definition:

Tell students that today you are first going to talk about bullying and what students can do to stop it.

Clarify that bullying happens when:

1. Someone teases you and makes you feel bad.
2. One child or a group of children will not let you play with them.
3. Someone hurts you or says that they are going to hurt you.
4. Someone bigger or stronger than you makes you do something that you don’t want to do.
Lesson Plan:

Tell students that you are now going to talk about friendship and what it means to be a friend. Explain that being a friend may be hard when you are not being treated nicely. Let students know that bullying can sometimes be overcome by being a good friend.

Read aloud from the book *Enemy Pie*. In the book, there is a problem with a new neighbor boy, Jeremy Ross, and another little boy dubs him enemy number one. The little boy’s Dad says he has a surefire way to get rid of enemies, by making an enemy pie. But one of the secret ingredients is spending an entire day with the enemy. Students will see how the little boy solves his problem with the neighborhood bully, and makes a new friend.

Questions for students after reading the *Enemy Pie* book:

1. Why did the little boy in the book have a problem?  
   *(He was being laughed at and ignored by Jeremy Ross).*

2. Why do you think that the little boy wanted Jeremy Ross to be his friend?

3. How did the little boy in the book feel when he was being bullied?

4. What would you have done if you were the little boy?

5. What could you have done to help the little boy if you were his friend?

Questions teachers can ask regarding friendship:

1. How do you make friends?

2. How do you like to be treated by your friends?

3. What makes someone a good friend?

4. What should you do when you have a problem with your friend?
Optional Books:

Optional Book 1: *Bully:*

This is the story of Mickey and Jack. The two boys used to be friends but now Jack has become a bully. The book discusses reasons why Jack may be bullying Mickey, and gives some examples of what Mickey can do to take care of the bullying problem.

Questions teachers can ask after reading the *Bully* book:

1. Has someone ever bullied you?
2. How did it make you feel?
3. If someone is bullying you, what can you do to stop it?
   (See responses to bullying behavior on the next page)

Optional Book 2: *The Ant Bully:*

This is the story of Lucas, a little boy who is bullied by a bigger boy named Sid. Lucas decides to pick on the ants in order to make himself feel better. The ants capture Lucas and punish him for the way he has been treating them. Lucas learns about how the ants live as he works with them. He also learns about how the ants felt when he was being a bully. Will Sid learn the same lessons?

Questions teachers can ask after reading *The Ant Bully* book:

1. Why did Lucas pick on the ants?
2. After he was captured, Lucas learned about how his actions had hurt the ants. How do you think Lucas felt then about the way he had treated the ants?
3. Why did Lucas try to protect the ants at the end of the book?
Group Discussion

1. Ask students to describe what bullying looks like.

2. Ask students to tell you about a time when they were bullied or saw someone else being bullied.

3. Ask students what they can do to stop someone from bullying them.
   
   Possible responses to bullying behaviors include:
   
   ■ Tell the bully how they are making you feel.

   ■ Look right at the bully and tell them that they are bullying you. Tell them firmly that you don’t like it and that they need to stop, then walk away.

   ■ If they will not stop, tell a teacher or an adult.

4. Ask students what they can do to help someone else who is being bullied.
   (Group discussion)

   Possible responses to helping someone who is being bullied include:

   ■ If someone is being hurt by what another student says or does, find an adult and let the adult know.

   ■ Ask someone who is all alone to come and play with you.
5. Group discussion scenarios: Facilitate a group discussion regarding the following scenarios.

1. You are playing kickball with your friends during recess when you see a student sitting by himself watching the game. The student looks like he wants to play, but no one has asked him to.

   *The desired response is to ask the student to come play with you.*

2. You see a student trip another student on purpose in the school hallway. The student who was tripped starts crying.

   *The desired response is to go get a teacher for help.*

3. Another student tells you that you are stupid and it hurts your feelings.

   *The desired response is to tell the bully how they are making you feel and tell them that you do not like what they are doing, then walk away.*

4. A big 5th grader makes a little 1st grader carry his heavy books to the bus stop every day.

   *The desired response is to find an adult for help. You should let the adult know that this keeps happening to you so that they can take action and make it stop.*
Performance Objectives:
1. Students will understand the definition of bullying.
2. Students will understand how bullying hurts other people.
3. Students will be able to express feelings about how bullying makes them feel.
4. Students will understand that bullying happens when one person has more power than another person.

Performance Goals:
1. Students will learn how to report bullying.
2. Students will learn steps to stop a person from bullying others.
3. Students will learn strategies to stop someone else from bullying them.

Optional Activities:
1. Storytelling
2. Drawing
3. Coloring*
4. Word puzzles*
5. Games*
6. Basic writing: Use writing topics such as: How do I want to be treated by my friend? How should I treat my friends?
7. Have students write a reflective paper on who their best friend is and why they like them.
8. Give scenarios on bullying situations and ask students for responses.
9. Group discussion: Ask students what they can do if they see another little kid sitting alone on the playground.
10. Group discussion: Ask students what they can do if someone says something mean or does something bad to them.
11. Group discussion on how to listen:
   Tell students to “Tell a friend in the class about your favorite thing to do.” The friend must listen and not respond while the other student is talking. The friend must then ask a follow-up question about what they found interesting about the favorite thing they just heard.

   * See trainer for these special activities and materials.

Helpful Hints for School Resource Officers:
1. Lessons should be no longer than 30 minutes long.
2. Parts of this lesson plan can be taught throughout the week.
3. This lesson should be integrated with other curriculum activities such as story time, or group activities whenever possible.
4. This lesson plan can be given to a whole group of children, but a more effective method of teaching would be to split the children into small groups or separate “work stations” to perform different anti-bullying activities.
5. Students should sit close to the teacher (for example, on the floor), which will help them to pay attention and will help to keep order in the classroom.
6. When reading the book, pause regularly to allow students to come up with solutions.
7. An additional lesson incorporated into this curriculum can be teaching students how to make “I” statements about how they feel. For example, “When Billy took my book, I felt...”
8. Add group discussion in whenever possible. Best topics at this age are how to listen, and how to be a friend.

Enemy Pie: 32 Pages
Author: Derek Munson

Bully: 28 pages
Author: Judith Casey

The Ant Bully: 32 pages
Author: John Nickle
Let’s Talk About Bullying

Grades 3 and 4

Introduction:

Tell students that today you are going to talk about bullying and what students can do to stop it. Facilitate a group discussion by reviewing the following from the kindergarten and first and second grade curriculums.

1. What is bullying?
2. What are some examples of bullying behavior?
3. What are ways you can respond to bullying?
4. What should you do if the bullying continues after you tell the bully to stop?
5. What should you do if it is not safe to respond to bullying behavior?

Definition:

Clarify that bullying happens when:

1. Someone teases you and makes you feel bad.
2. Someone hurts you or says they are going to hurt you.
3. One student or a group of students will not let you play with them.
4. Someone bigger or stronger than you makes you do something that you don’t want to do.
5. Someone takes something that belongs to you without your permission and won’t give it back.
Self Reflection:

Ask students how they can check in with themselves to see if they feel like they are being bullied. Students can ask themselves:

1. Is something someone’s saying or doing making me feel uncomfortable?
2. Are my feelings hurt repeatedly by what someone says or does?
3. Do I feel threatened by someone else?
4. Do I feel like there is nothing you can do to stop someone’s poor treatment of you?

Lesson Plan:

Lessons have been divided into 5 weekly sections.

Section 1

Identifying and Stopping Bullying Behavior: Group Discussion

1. Ask students to tell you about a time when they were bullied or saw someone else being bullied. (Group discussion)

2. Ask students what they can do to stop someone from bullying them. (Group discussion exercises)

Possible responses include:

- Tell the bully how they are making you feel.
- Look right at the bully and tell them that they are bullying you. Tell them firmly that you don’t like it and that they need to stop, then walk away.
- If they will not stop, tell a teacher or an adult.
3. Ask students what they can do to help someone else who is being bullied.
   (Group discussion)

   **Possible responses include:**
   - If someone is being hurt by what another student says or does, find an adult and let
     the adult know.
   - If you see that a student has been left out, include that student in your activities.

4. Group discussion scenarios: Facilitate a group discussion regarding the following scenarios.

   - You are about to play a short soccer game at recess. You are picking people for your
     team when you see the student who no one ever wants to play with waiting to be
     picked for a team. Your best friend comes up to you and says, “Whatever you do,
     don’t pick him!”

     **The desired response is to pick the student for the team. Other helpful suggestions:**

     1. **Students should help to explain the rules of the game to the student that
        no one wants to pick.**

     2. **Students should praise the student that is attempting to learn the game when he
        or she plays well.**

   - You are sitting at your desk when another student suddenly grabs your lunch from
     your desk without your permission. You ask him to give it back, but he ignores you
     and starts to eat your sandwich.

     **The desired response is to find an adult for help.**

   - You just got glasses, and another student has been calling you “four-eyes”
     all day long.

     **The desired response is to tell the student that you do not like what he or she has
     said, and that it makes you feel bad. If the student continues to make fun of you,
     walk away and tell an adult.**

   - A student grabs the glasses right off of your face and starts passing them around.
     You tell him several times to give them back to you, but he refuses to do so.

     **The desired response is to get an adult for help.**
Section 2

Teaching Students When and How to Report Bullying

1. When to report bullying:

   Students should report a bullying incident to an adult immediately if:

   - Bullying continues even after a student tells the bully to stop.
   - Someone is physically hurt.
   - Someone does not feel safe telling the bully to stop.

2. How to Report Bullying:

   When a student reports a bullying incident to an adult, they should follow basic reporting guidelines, including 4 “W’s” and an “H”:

   - Who was involved and who else saw it?
   - What happened?
   - Where did it happen?
   - When did it happen?
   - How did it happen?
Section 3

Teaching Students about Bystander Prevention:

1. Define the word “Bystander.”

   A bystander is a person who is not the bully or the target, but is watching the bullying occur. Most kids are bystanders, and they can help stop bullying. Standing by and doing nothing when bullying occurs helps to hurt the target of bullying behavior.

2. Tell students that they can help stop bullying:

   - If you see that a student or a group of students is bullying someone, tell an adult. Sometimes kids need a little help to solve their problems.

   - Say something nice to the person who is being bullied. Helping someone else feel good about themselves makes everyone feel better!

   - DO NOT LAUGH at the person being bullied.

   - DO NOT JOIN IN on the bullying.
Section 4

Teaching Students about Respect and Respectful Behavior

1. Let students know that it is important that they learn about respect and respectful behavior. Treating people with respect involves not bullying other students. Being respectful also involves not allowing bullying behavior to continue in the school.

- Have the students define “Respect.”

  A basic definition of respect is when a person appreciates and values another person. Respect also means treating another person with courtesy in an honest and polite manner.

- Have students write examples of respectful behavior on a chalkboard or flipchart.

- Have the students write a paragraph about what respect means to them.

- Have students write a paragraph about how they could best treat another person with respect.

Section 5

Reporting Versus Tattling

For the safety of all students, it is important to know the differences between reporting and tattling. Students do not want to be known as “tattle-tales,” but it is important to clarify that if a student’s behavior hurts, threatens, or puts another person in danger, such activity must be reported immediately.

1. Facilitate a group discussion on the differences between reporting and tattling.

  Reporting is telling an adult about behavior that may get someone else hurt.
  Tattling is telling on someone just to get them into trouble.
Reporting Versus Tattling Group Discussion/Worksheet:

Fill in the blanks using the word “reporting” or “tattling” to describe the following situations:

1. “Billy passed a note to Madison.”
   ______________________

2. “Taylor pulled Jordan off of the tree swing and she is crying”
   ______________________

3. “Kayla keeps trying to stab me with a sharp pencil.”
   ______________________

4. “Simon and Brittney won’t smile at me.”
   ______________________

5. “Shari wont let me use her coloring pens.”
   ______________________

6. “Bobby and Tim keep taking my backpack and they won’t give it back.
   ______________________

7. “Jimmy pushed me in the lunch line again and my food fell on the floor.”
   _______________________
Optional Assignments:

1. Writing Exercises: Basic Writing or Reflective Papers

   Use writing topics such as:
   - What should I do when I am angry with someone?
   - What should I do when I see someone being bullied?
   - What is the difference between tattling and reporting?

2. Group Sharing: Using Respect While Building Diversity:

   Have each student bring in a picture of someone special in his or her life. Have them write about what makes this person special to them and share their paper with the group. This fosters a sense of belonging. Sharing this information in a group format with other students lets other kids know about each other. It is important at this stage of life for kids to develop personal connections. If students can get their stories out, they can better understand each other.

   Assignments can include writing a sentence, paragraph, or a one-page paper.
Performance Objectives:

1. Students will understand the definition of bullying.
2. Students will understand how bullying hurts other people.
3. Students will be able to express feelings about how bullying makes them feel.
4. Students will understand that bullying happens when one person has more power than another person.
5. Students will know and understand different strategies to stop bullying.
6. Students will know and understand the difference between reporting and tattling.

Performance Goals:

1. Students will know how to report bullying.
2. Students will know strategies to stop a person from bullying others.
3. Students will understand how to intervene in a bullying situation.
4. Students will understand how to help someone who is being bullied.

Optional Activities:

1. Hand out the Channing L. Bete Co. About Feeling Angry workbook. Facilitate discussion as you work through the pages of this short activity book. This book helps students learn how to deal with their anger. This is especially helpful for students who are bullies themselves. It allows them to learn creative ways to vent their anger. This book can also help the victim of a bully. It will give them tools to vent their anger positively if they are being bullied. *

2. Hand out the Channing L. Bete Co. About Respect guidebook. Facilitate discussion as you work through the pages of this short activity book. In this activity book, students will learn what respect is. They will also learn how to respect themselves and others’ differences.

3. Hand out the Channing L. Bete Co. You Can Solve Conflicts guidebook. Facilitate discussion as you work through the pages of this short activity book. This book helps students learn how to resolve conflicts peacefully. *

4. Hand out the Channing L. Bete Co. All Kinds of People guidebook. Facilitate discussion as you work through the pages of this short activity book. This book helps students learn to appreciate the differences between themselves and others. *

5. Hand out and work through portions of the Stop the Violence workbook. *

6. Hand out and work through portions of the Know What, Fighting Hurts workbook. *

7. Storytelling

8. To make puzzles or games for students, view the puzzle maker web site at http://puzzlemaker.school.discovery.com/. You can make and use up to 50 copies of the puzzles or games per classroom.

Continued on next page
Optional Activities Continued:


10. Drawing

11. Create posters about bullying prevention and post them in your classroom or around the school

12. Word puzzles*

13. Games

14. Role-playing

15. An additional lesson incorporated into this curriculum can be teaching students how to make “I” statements about how they feel. For example, “When Billy took my book, I felt...”

* See trainer for these special activities and materials.

Helpful Hints For School Resource Officers:

1. Lessons should be no longer than one-hour long.

2. Parts of this lesson plan can be taught throughout the week.

3. This lesson should be integrated with other curriculum activities such as story time, or group activities whenever possible.

4. This lesson plan can be given to a whole group of children, but a more effective method of teaching would be to split the children into small groups or separate “work stations” to perform different anti-bullying activities.

5. When reading stories or discussing activities, pause regularly to allow students to come up with solutions.
Let’s Talk About Bullying

Grades 5 and 6

Introduction:
Tell students that today you are going to talk about bullying and what students can do to stop it. Facilitate a group discussion by reviewing the following from the kindergarten through fourth grade curriculums.

1. What is bullying?
2. What are some examples of bullying behavior?
3. What are ways you can respond to bullying?
4. What should you do if the bullying continues after you tell the bully to stop?
5. What should you do if it is not safe to respond to bullying behavior?

Definition:
Clarify that bullying happens when:

1. Someone hurtfully teases you.
2. Someone physically hurts you or says they are going to hurt you.
3. Someone touches you inappropriately.
4. Someone takes something that belongs to you without your permission and won’t give it back.
5. Someone leaves you out of activities on purpose.
6. Someone bigger or stronger than you makes you do something that you don’t want to do.
Self Reflection:

Ask students how they can check in with themselves to see if they feel like they are being bullied. Students must ask themselves:

1. Is something someone saying or doing making me feel uncomfortable?
2. Are my feelings hurt repeatedly by what someone says or does?
3. Do I feel threatened by someone else?
4. Do I feel like there is nothing I can do to stop someone’s poor treatment of me?

Lesson Plan:

Lessons have been divided into 5 weekly sections.

Section 1

Identifying and Stopping Bullying Behavior:

Group Discussion and/or Role-play Activities

1. Ask students to tell you about a time when they were bullied or saw someone else being bullied. (Group discussion)

2. Ask students what they can do to stop someone from bullying them. (Group discussion or role playing exercises)

Possible responses include:

- Tell the bully how they are making you feel.
- Look right at the bully and tell them that they are bullying you. Tell them firmly that you don’t like it and that they need to stop, then walk away.
- If they will not stop, tell a teacher or an adult.
Group Role-play Activities:

1. You are walking with another female friend when a student slaps you on the behind. You are very upset about this.

2. You are at gym class and you are picking teams for a practice basketball game. All of your friends keep telling you not to pick a particular student, because he does not play very well. You know no one will want to pick him, and he looks very sad.

3. A student takes your sack lunch from you and you tell him to give it back. He laughs at you and throws it in the garbage can. He has done the same thing every day this week.

4. You are standing in line waiting to get lunch when another student cuts in front of you. You ask him nicely to go to the back of the line. He sneers at you and punches you hard in the arm. Your arm hurts and you are very upset.

Section 2

Teaching Students about Bystander Prevention:

1. Define the word “Bystander.”

A bystander is a person who is not the bully or the target, but who watches the bullying occur. Most kids are bystanders, and they can help stop bullying. Standing by and doing nothing when bullying occurs helps hurt the target of bullying behavior.

2. Ask students what they can do to help someone else who is being bullied. (Group discussion or role playing exercises)

Possible responses include:

- If someone is being threatened or physically injured by another student, find an adult for assistance.

- If you are present when a student is verbally bullying another student, change the subject and redirect the bully’s attention to something more positive.

- If you see that a student has been left out, include that student in your activities.
■ Say something nice to the person who is being bullied. Helping someone else feel good about themselves makes everyone feel better!

■ DO NOT LAUGH at the person being bullied.

■ DO NOT JOIN IN on the bullying.

**Group Role-play Activities:**

1. You are walking down the hallway with your friend when another student shouts to your friend, “Where is the flood? - You’re wearing high-water pants; you look stupid!”

2. You see a sixth grader purposely push a first grader to the ground. The first grader starts to cry. The sixth grader starts to laugh and calls the student a crybaby.

3. You see a group of boys take another boy’s backpack. The boy is yelling for them to give him back his pack. Everyone is always picking on this boy. The other boys start to play keep-away with the backpack.

**Section 3**

**Teaching Students When and How to Report Bullying**

1. **When to report bullying:**

   Students should report a bullying incident to an adult immediately if:

   ■ Bullying continues even after a student tells the bully to stop.

   ■ Someone is physically hurt.

   ■ Someone does not feel safe telling the bully to stop.
2. **How to report bullying:**

When a student reports a bullying incident to an adult, they should follow basic reporting guidelines, including 4 “W’s” and an “H”:

- Who was involved and who else saw it?
- What happened?
- Where did it happen?
- When did it happen?
- How did it happen?

3. **Times it might not be safe to confront a bully on your own**

(Students must assess these factors individually):

- The bully is bigger than you
- More than one person is bullying you
- No friends are nearby to help you
- There are no adults nearby to help you.

*If you feel unsafe, go get an adult for help.*

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**Section 4**

**Reporting Versus Tattling**

For the safety of all students, it is important to know the differences between reporting and tattling. Students do not want to be known as “tattle-tales,” but it is important to clarify that if a student’s behavior hurts, threatens, or puts another person in danger, such activity must be reported immediately.

1. Facilitate a group discussion on the differences between reporting and tattling.

*Reporting is telling an adult about behavior that may get someone else hurt. Tattling is telling on someone just to get them into trouble.*
**Tattling Versus Reporting Group Discussion/Worksheet:**

*Fill in the blanks using the word “reporting” or “tattling” to describe the following situations:*

1. “Bill is punching some smaller kids and making them cry.”

   __________________________

2. “Taylor keeps taking my lunch money from me.”

   __________________________

3. “Kelsey forgot her sweat pants for gym class again.”

   __________________________

4. “Patrick and Mark keep trying to kiss me. They are scaring me.”

   __________________________

5. “Justin and David keep pushing little kids off of the swings.”

   __________________________

6. “Richard won’t let me use his eraser.”

   __________________________

7. “Jessica keeps trying to stab me with a pencil.”

   __________________________
Section 5

Problem-Solving:

Often times, students are confronted with difficult situations and are looking for appropriate and effective ways to respond. When confronting issues regarding bullying behaviors, students can learn to solve their problems using the following problem-solving model.

The 5 steps of problem-solving model are:

1. Identify the problem: What is your goal?

2. Seek information: How and where will you find information to achieve your goal?

3. Find solutions: Put the pieces together. Think about what will work best in order to achieve your goal. Brainstorm several different solutions and think through the pros and cons of each.

4. Choose a solution: Carry out the best solution.

5. Evaluate: Look at the final outcome of your solution and the steps that you used to get there. If the solution that you chose did not work, you may have to try a different solution, or re-define your goal and start the process again.

Have students use this problem-solving model to deal with a bullying issue. Discuss an example where students must use the problem-solving model to confront a bullying situation. Read the following example and facilitate a group discussion regarding the appropriate answers to the problem-solving process:

The same student sits next to you every morning in math class. Each morning, the student walks by your desk, calls you a “weasel-face,” and pushes your books off of your desk and onto the floor. Confront this problem using the problem-solving model process.

1. What is my goal?

*Desired Response: My goal is to stop the student from calling me names and from pushing my books off of my desk.*

2. How and where will you find information to achieve your goal?

*Desired Response: I will brainstorm ideas to achieve my goal. I can talk to teachers, parents, friends, staff, and school resource officers whom can all offer suggestions to help me solve this problem. I can seek information from the library, a website or any other relative source to address this problem.*
3. Put the pieces together and formulate solutions. Think about what will work best in order to achieve your goal.

Desired Response: I will look at all of the ideas and information I have received. I will then analyze and process all of the information. I can think about everything, talk everything out, and/or write everything down on a piece of paper. I can write a list of pros and cons on what might be the best decision to make. I can talk about my ideas for solving the problem with people I trust. I will take all of the pieces of information I receive and plan out a response to this problem. I will then talk about my plan with someone I trust and make sure it is the best solution to my problem.

4. Choose a solution.

Desired Response: After analyzing my information and formulating a response, I have decided:

a. Having books pushed off of my desk and being called names is bullying behavior. I will tell the bully in a confident voice that I want him to stop pushing the books off of my desk and I want him to stop calling me names.

b. I will tell the bully that his behavior is inappropriate and that he is hurting my feelings. I will then walk away.

c. If the bullying behavior continues, I will find an adult for assistance and report the behavior.

5. Evaluate the final outcome of your solution and the steps you used to get there.

Desired Response: I will decide whether or not the solution that I chose achieved my goal. If my solution did not work, I may have to choose a different solution, or re-define my goal and start the process again.

Have students use their own personal bullying situation to work through the problem-solving model. If students have not been faced with a bullying situation, have them use a situation they have either seen or heard about.

Think of your own personal bullying situation and try to solve it by working through the problem-solving model. If you have not faced a bullying situation, think of a situation you have either seen or heard about.
Problem-Solving Worksheet

1. Identify the problem. What is your goal?

2. How and where will you find information to achieve your goal?

3. Write down all possible solutions to achieving your goal.  
   (At this point, no idea is a bad idea)

4. Write down the pros and cons of each solution.

5. Evaluate the final outcome of your solution.
Performance Objectives:

1. Students will understand the definition of bullying.
2. Students will understand how bullying hurts other people.
3. Students will be able to express feelings about how bullying makes them feel.
4. Students will understand that bullying happens when one person has more power than another person.
5. Students will know and understand different strategies to stop bullying.
6. Students will understand when it is not safe to report bullying.
7. Students will understand the definition of bystander intervention.
8. Students will know and understand the difference between reporting and tattling.

Performance Goals:

1. Students will know how to report bullying.
2. Students will know strategies to stop a person from bullying others.
3. Students will understand how to intervene in a bullying situation.
4. Students will understand how to help someone who is being bullied.
5. Students will learn how to problem solve.

Optional Activities:

1. Story Telling
2. Drawing
3. Create posters about bullying prevention and post them in your classroom or around the school.
4. Word puzzles
5. Games
6. Basic writing or reflective papers
7. Give scenarios on bullying situations and ask students for responses.
8. Read the story “Cipher in the Snow.” This story traces back the life of a young boy who dies of loneliness.
9. Role-playing
10. To make puzzles or games for students, view the puzzle maker web site at http://puzzlemaker.school.discovery.com/. You can make and use up to 50 copies of the puzzles or games per classroom.
12. An additional lesson incorporated into this curriculum can be teaching students how to make “I” statements about how they feel. For example, “When Billy took my book, I felt…”

(Continued on next page)
Optional Activities Continued:

13. This is also a good time to teach students how to speak to another student directly.
14. Assertiveness training *
15. Conflict Resolution training *
16. Decision Making / Problem Solving skills training *
17. Anger Management training *
18. Communication skills training *
19. Administer the Canning L. Bete Company program: *Bully No More: Stop the abuse.* Running time on the video is 20 minutes. Teaching module comes with the video. *
   * See trainer or SRO liaison for the following special activities and materials.

Helpful Hints for School Resource Officers:

1. Lessons should be no longer than one hour long.
2. Parts of this lesson plan can be taught throughout the week.
3. This lesson should be integrated with other curriculum such as story time, or group activities whenever possible.
4. This lesson plan can be given to a whole group of children, but a more effective method of teaching—would be to split the children into small groups or separate “work stations” to perform different anti-bullying activities.
5. When reading stories or discussing activities, pause regularly to allow students to come up with solutions.
6. Remember this time in the child’s life starts to become about fitting in with others. Kids are either connected or disconnected. We want kids to connect with each other and with other adults.
7. Let children know that they are either part of the bullying problem, or part of the solution.
Take A Stand Against Bullying
for parents

What is bullying?

Bullying is:

1. An intentional written, verbal or physical act against a student which is motivated by the bully’s perception of that student’s:
   - race
   - color
   - creed
   - gender
   - sexual orientation
   - or other distinguishing characteristics

2. When the intentional act:
   - Physically harms a student or damages his/her property;
   - Substantially interferes with the student’s education;
   - Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment;
   - Or substantially disrupts the orderly operation of a school

– Paraphrased from Senate Bill 5528 adopted 03-09-02
Take A Stand Against Bullying
for parents

Bullying happens in four ways…

1. **Verbal (Direct and Indirect)**
   - Direct: Threats, group threats, teasing,
   - Indirect: Ignoring, isolation, gossip

2. **Physical**
   - Hitting, kicking, pushing

3. **Sexual**
   - Inappropriate jokes, touching, innuendo, rape

4. **Property**
   - Theft, vandalism, destruction

Bullying is widespread:

- 1 in 3 kids has been bullied or effected by bullying.
  - National Association of School Psychologists: American Medical Association

- More than 160,000 kids don’t go to school each day because they fear being bullied.
  - National Education Association

- 60% of kids characterized as bullies in 6th-9th grades had at least one criminal conviction by age 24
  - Office of Juvenile Justice and Delinquency Prevention
Take A Stand Against Bullying
for parents

What causes bullying?

Home Life Factors

- Lack of warmth and attention at home.
- Modeling of aggressive behavior in the home.
- Poor supervision

Personal Factors

- Ill-tempered, active and impulsive personality
- Lack of empathy for others
- Someone who craves attention and approval from others

School Environmental Factors

- School climate is perceived as uncaring or indifferent
- Teachers/staff unaware or unclear of bullying definitions or how to react

London Family Court Clinic
Take A Stand Against Bullying
for parents

Bullying has significant effects on the target.

**EMOTIONAL EFFECTS:**
- left out
- anxious
- insecure
- low self esteem
- **F E A R**
- depressed
- withdrawn
- aggressive
- angry
- vengeful

**PHYSICAL EFFECTS:**
- stomach aches
- weight loss or gain
- headaches
- grades drop
- drug or alcohol use
- sexual activity
- drop out of school
- assaultive
- suicidal
- homicidal

**Bullying is a LOSS experience…**

*LOSS of feelings of safety*

*LOSS of confidence and self-esteem*

*LOSS of a sense of belonging*

*LOSS of control over their life*

– Stan Davis: Stopbullyingnow
Take A Stand Against Bullying
for parents

WARNING SIGNS
that your child may be the target of bullies

1. Frequently teased, taunted belittled, ridiculed, intimidated threatened, dominated or subdued.
2. Has a derogatory nickname.
3. Regularly has bruises or injuries that can’t be explained.
4. Has belongings taken or damaged.
5. Few or no close friends at school.
6. Frequently socially isolated.
7. Chosen last for teams or other group activities.
8. Less assertive or lacks the skills to respond to others’ teasing or harassment.
9. Appears weak or easily dominated.
10. Tries to stay close to a teacher or other adult at recess or breaks.

Talk to your kids about bullying!
Take A Stand Against Bullying
for parents

Cyber-Bullying

Cyber-bullying is when a person uses a computer to:

1. Send unwanted emails.

2. Create a Web page that is dedicated to:
   - Sending a negative message about a victim
   - Make up stories or lies about a victim

3. Use chat rooms and online journals to:
   - Discover or disclose personal information about a victim on a Web page.

Cyber-bullying can occur at any time day or night, reaching you online at home, in school, or on your personal cell phone or pager.

58% of students have not told their parents or another adult about someone being mean or hurtful to them online. I-safe.

Cyber-bullies use more than just computers…

Cyber-bullying also occurs when students use a cell phone or pager to:

1. Send a text message to another individual in order to bully, intimidate or harass the other person.

2. Send photos to deliberately try to scare, upset, threaten, embarrass, humiliate or abuse another person.
Take A Stand Against Bullying
for parents

What can parents do to stop Cyber-Bullying?

1. Watch child’s reaction when a cell phone message, instant messages or email comes across, and then ask him or her about the contents.

2. Call your cell phone company or Internet provider and prohibit instant messaging (“IMing”) and text messaging.

3. Listen to your children and respond appropriately.
   - Enable parental filters on your computer
   - Explain the dangers of the Internet to your kids
   - Ask questions
   - Be involved in your child’s life
   - Encourage your child to participate in age appropriate extra-curricular activities
   - Monitor your child’s online activities

4. Keep your child’s school informed about what is going on. They may be able to help.
Take A Stand Against Bullying
for parents

WHAT TO DO
if you suspect your child is being bullied:

1. Talk with your child
   - If your child is being bullied, they need to have a voice in how the situation is handled.

2. Contact the school
   - Set up a meeting with your child’s counselor or teacher(s).
     Consider including the school resource officer (if applicable).
   - Develop a plan for keeping your child safe, particularly during vulnerable times (recess, lunch, class breaks).
   - Find out what activities or counseling options are available for your child.

3. Contact police or school resource officer
   - If the actions are criminal (assault, threats, theft, vandalism).

WHAT NOT TO DO:

1. Encourage your child to fight back
   - Remember the old phrase, two wrongs don’t make a right

2. Ignore your child’s plea for help