**Anti-Bullying Awareness and Action Lessons**

**Vernon Public Schools**

**Grade 5**

**Scope and Sequence: -** the students should have a folder to keep handouts that you give them throughout the lessons. You collect them at end of each class and redistribute at beginning of next or have them hold on to the folders in their desks.

**Lesson 1 – The Basics of Bullying Situations**

* Defining bullying

**Lesson 2 – The Differences between Conflicts and Bullying Situations**

* Comparing and contrasting mean behavior / conflicts / bullying

**Lesson 3 – Roles in a Bullying Situation**

* Identifying players in a bullying situation
* Seeing how bullying situations affect everyone negatively

**Lesson 4 – Becoming an Upstander!**

* Discussion around changing from a bystander to an upstander – safe ways to do that

**Lesson 5 – Overview and Focus on Physical and Verbal Bullying**

* Overview of different ways bullying might look
* Further discussion around physical bullying and verbal bullying

**Lesson 6 – Being an Upstander with Physical and Verbal Bullying**

* How to be an upstander

**Lesson 7 – Relational Bullying – Focus on Gossip**

* Relational (social) bullying – focus on gossip
* How to be an upstander

**Lesson 8** **–** **Relational Bullying – Focus on Exclusion**

* Relational (social) bullying – focus on exclusion
* How to be an upstander

**Lesson 9** **– Cyber-bullying – Mis-using Social Media**

* Cyber-bullying – mis-using social media – a specific kind of social bullying
* How to be an upstander

**Lesson 10 – Pulling it all together – BE an Upstander!**

* Bringing it all together
* Discussion and application of being an upstander

**Lesson 1 – Basics of Bullying Situations**

**Learning objective:**

* Students will be able to explain what defines a bullying situation

**Materials needed:**

* “What is Bullying?” handout from eyesonbullying.org (1 for each student)
* Ability to project computer screen with internet access

**Lesson plan:**

1) Establish (or remind students) ground rules for all of these discussions

* Safety for all to express ideas
* Don’t use student names if giving a real example
* Students will be supportive and respectful of each other

2) Ask students “What do you think bullying is?”

* Write up on board some of their responses
* Do not “correct” yet or expand on definition

3) Discussion to actually define key elements of bullying situations

* Play video: <http://www.pacer.org/bullying/video/player.asp?video=43>
* Ask if students want to add to the list they gave before, write responses
* Circle or write the key elements that make a situation one of bullying
  + Give handout “What is Bullying?”
  + Talk about how many things on their handout are mean but are not necessarily examples of bullying behavior – but still not OK
  + What makes it a bullying situation are the key factors in the middle circle:
    - It happens **R**epeatedly
    - It is **I**ntended to be hurtful (physically OR emotionally) – done on purpose
    - There is a difference in **P**ower – (the kid who is bullying does not have to be bigger – if they have more social power that is enough)
* Explain to students we will talk more about what is unique about a bullying situation and how it is important to understand the difference between a conflict and bullying
  + Conflicts / mean behavior can usually be resolved by kids
  + Bullying is a big deal and needs adults to make it stop

**Lesson 2 –Differences between Conflicts and Bullying Situations**

**Learning objective:**

* Students will be able to explain how a conflict can be different from a bullying situation

**Materials needed:**

* “What is Bullying?” handout from eyesonbullying.org (1 for each student)
* “Conflict Vs. Bullying” hand out (1 for each student)
* Skit scripts [enough copies (2-3) for each “actor”]

**Lesson Plan:**

Discussion of conflict situations

* Perform “skits” – do as many as time allows
  + after each skit ask for BRIEF discussion of whether situation may be a bullying situation or not
  + **If it was a conflict (3 out of 4 are just conflicts) discuss what would change in the scenario that would make it a bullying situation**
* Start to write down student responses that correctly identify what makes it just a conflict
* After discussion hand out “Bullying vs. Conflict”
  + Stress that just because something is mean doesn’t mean it is bullying
  + Both people in a conflict are participating
  + It is still not OK – kids need to work out their conflicts
  + **Ask how a conflict can turn into a bullying situation** (i.e. one of the kids involved decides to get friends to side with them and gang up on or exclude the other one)
* The biggest difference:
  + Conflicts CAN and SHOULD be worked out by the kids involved (it may take time). Often kids need to calm down, first, but it is something where they can usually work out the problem
  + Bullying situations need to be **STOPPED**.

**HOW???**

**That is what the rest of the lessons will be about.**

**Skit #1**

**The Backpack**

**Actors:**

**Danielle – can be played by a student**

**George – can be played by a student**

**Directions:**

Allow students to read through the skit silently first.

Each actor must understand that we want them to only PRETEND to get physical with the objects, but be careful and stay in control of themselves.

**Danielle:** *(reaches to get her snack out of the cubby when her backpack accidentally falls and hits George on the head – do this slowly so he is not actually hit).*

**George:** *(rubbing his head, angry)* **Ow! You should be careful, stupid!**

**Danielle:***(getting angry)* **It was an accident! Don’t be such a baby! You shouldn’t get in the way.** *(Danielle leans over to pick up her backpack).*

**George:** *(Getting really angry now, as Danielle leans over to pick up her backpack, he kicks it).*

**Danielle: You are so mean!**

**To the audience: Is this a bullying situation?**

**What would need to be different for this to be a bullying situation?**

**Skit #2**

**The Game**

**Actors:**

**Josh – should be played by a teacher**

**Amy – can be played by a student**

**Pedro – can be played by a student**

**Directions:**

Allow students to read through the skit silently first.

Each actor must understand that we want them to only PRETEND they are in this situation, but be careful and stay in control of themselves.

**Amy: Hey Pedro, let’s play “Josh Touch”**

**Josh: What’s that?**

**Pedro:** *(looking happy)* **I love that game! Nobody let Josh touch you!**

**Josh:** *(looking unsure)* **Oh, it’s like tag?**

**Amy:** *(smiling in a mean way)* **Kind of – but you’re always “it”. Everyone, stay away from Josh!**

*(after they play for a while…)*

**Josh:** *(looking unhappy)* **I’m tired of this game – I don’t want to play any more.**

**Amy – What are you, a baby?**

*(Recess is over and the kids line up)*

**Josh: Pedro, you want to sit together at lunch?**

**Pedro:** *(Making a face)* **Ewww… and get Josh Touch?!**

**Amy:** *(Laughs)* **Ewww – nobody let Josh sit with them at lunch!!!!**

**To the audience: Is this a bullying situation?**

**Skit #3**

**The Phone Call**

**Actors:**

**Jessica – can be played by a student**

**Paula – can be played by a student**

**Directions:**

Allow students to read through the skit silently first.

Each actor must understand that we want them to only PRETEND they are in the situation, but be careful and stay in control of themselves.

**Jessica:** *(angry)* **Paula, why didn’t you call me last night?**

**Paula:** *(looking annoyed)* **I was busy – anyway, you blew me off after school!**

**Jessica:** *(more angry)* **I didn’t see you – you are so bossy!!!**

**Paula:** *(angry)* **It’s all about you! You are so selfish – don’t talk to me right now!!!!**

**Jessica:** *(rolls her eyes)* **I didn’t want to anyway!!!** *(walks off in an angry way)*

**To the audience: Is this a bullying situation?**

**What would need to be different for this to be a bullying situation?**

**Skit #4**

**The Threats**

**Actors:**

**Bob – can be played by a student – one who has very good self control**

**Jim – can be played by a student – one who has very good self control**

**Directions:**

Allow students to read through the skit silently first.

Each actor must understand that we want them to only PRETEND they are in the situation, but be careful and stay in control of themselves.

**Bob:** *(looks angry, comes up to Jim and shoulder checks him)* **What the heck was that at the game last night?**

**Jim:** *(looking angry)* **What do you mean? You couldn’t catch anything I threw to you!**

**Bob:** *(getting in Jim’s face)* **What??!! You’re the worst one on our team! You can’t throw straight to save your life!**

**Jim:** *(right back in Bob’s face)* **Why don’t you say that to me after school?**

**Bob:** *(still in Jim’s face)* **I can take you anytime!!!**

**To the audience: Is this a bullying situation?**

**What would need to be different for this to be a bullying situation?**

[**Bullying vs. Conflict**](http://www.a4kclub.org/get-the-facts/21-bullying/49-conflicts-a-reporting)

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## Conflicts Can Be Resolved, Bullying has to be Reported!

Bullying is different than conflict. Not all disagreements and fights are bullying. Conflict is a normal part of human interaction and arises frequently in our day to day lives. Part of learning to be independent and grown up is learning how to deal with and respond appropriately to conflict at home, at school, and in your community.

**Bullying is**:

* A repeated form of mistreatment where the victim cannot defend himself
* An imbalance of power – usually one person is either bigger or older than the other or has a higher social standing (is more popular) and uses this against the other person
* Usually repeated acts of harassment but doesn’t have to be
* A form of abuse

**Conflict is**:

* All parties have equal power to solve the problem
* All parties have an equal interest in the outcome
* Children are of equal size, age or status
* Conflict is not the same repeated encounter – it usually happens once.
* A conflict can be resolved by talking or working things out together or with help from an adult.

[**http://www.a4kclub.org/get-the-facts/21-bullying/49-conflicts-a-reporting**](http://www.a4kclub.org/get-the-facts/21-bullying/49-conflicts-a-reporting)From Ambassadors 4 Kids Club website

**Lesson 3 – Roles in a Bullying Situation**

**Learning objectives:**

* Students will be able to explain who is involved in a bullying situation
* Students will understand how a bullying situation hurts everyone.

**Materials needed:**

* “Everyone is Affected” handout (one for each student)
* Highlighter or pen
* “How might they feel?” Handout (at least one of each scenario, but more copies of each so kids can share more easily)

**Lesson plan:**

1) Review what defines a bullying situation: Repeated, Intent to harm, Power difference

2) Identify for the students the 3 major players: **draw this on the board**

**Person who is bullying**

**Target :** **Bystander:**

the person who is being bullied the person (or people) who see the bullying situation

2) Give out to each student “Everyone is Affected” handout

* Have students read the handout to themselves
* As they are reading it independently, have them highlight one to two items **in each category** that surprises them, they had a question about, or they REALLY can relate to (“I have felt that way!”)
* Have them turn and talk to a neighbor about what they highlighted –
  + Tell them you will be opening up a discussion, cold-calling on pairs to share with the group
  + Focus of the discussion: Did you highlight the same things or different things, compare your thoughts, if one person had a question, could the other person answer it? – you might write these discussion points on the board to keep them focused.
  + Circulate and “listen in” on discussions – this should help you decide who you might cold-call
* After they have time to talk, cold-call on at least one pair to comment on what they discussed about the Bystander feelings, at least one pair about the Target feelings and one pair about the Person who is bullying feelings

Divide kids into 3 groups:

* Give each group a “How might they feel” page, one unfinished story per group – you might give a couple of copies to each group so kids can follow along. Let them know they will be sharing out with the class after they are done.
* Have students discuss the passage and complete the worksheet as a group

3) Come back together –

* Someone from each group will read the passage – they should notice all the stories fit together
* Share out to rest of class what they described as feelings and what they imagined could be problems for that person.

**Everyone is Affected!**

**Why do Bystanders not Intervene?**:

* Fear being seen as a “snitch”
* Fear of becoming next target
* Fear of trying to help and making it worse
* Fear of losing friends
* Fear they’ll have to prove allegations, and it’s hard to prove
* Fear of trusting authority figures to do the right thing
* Hope that the situation will resolve itself
* Belief that it is someone else’s responsibility

**Why does the Person Bully?**:

* Want attention
* Desire popularity/status/power through domination
* May seek to relieve boredom, or have a drive for excitement and drama
* Have impulse control problems
* Want revenge or retaliation
* May be acting out hurt/anger/pain from other areas of life
* Feel peer pressure
* Think everyone does it and it’s “normal”

**How does the Person Targeted Feel?**:

* Feel helpless to stop it
* Hope that it will stop on its own if they ignore it, but it often escalates
* Fear that they will make the situation worse if they tell so never get help
* Fear that they have no support and that peers/bystanders support the abuse
* Desire to save face and not appear vulnerable in front of peers

From: <http://www.browardprevention.org/wp-content/uploads/2009/09/ABCs-of-Bullying-Prevention-Book.pdf>

**How Might they Feel?**

**Unfinished Story #1**

My name is Jane. I’m in Mrs. Smith’s 5th grade class. I see something going on in class that really bothers me. Some kids in my class are acting really mean, their leader is Zach.

The latest thing is going on online. Zach created a Facebook group where he and his buddies say terrible things about other kids. Not everyone in the school posts things on the group, but I hear people talking about it in the cafeteria, EVERYONE is reading it!

They mainly pick on Kenneth. He’s in my class, and my neighbor. I admit Kenneth is a little awkward and he walks weird because he had an accident when he was little. But that’s not a reason to treat him so badly. Watching this bullying is really doing something to me. I mean I feel...

This person is speaking as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (looking at the roles in the Bullying Triangle).

Name at least three feelings this person may be feeling just from what you see in this passage:

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In at least one sentence, imagine what problems this person might be having as a result of this bullying situation?

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Story taken from: <http://www.browardprevention.org/wp-content/uploads/2009/09/ABCs-of-Bullying-Prevention-Book.pdf>

**How Might they Feel?**

**Unfinished Story #2**

My name is Kenneth. I’m in Mrs. Smith’s 5th grade class. Since last year I hated coming to school. I get bullied a lot because I’m different. I always looked forward to coming home and feeling safe, but now the bullying is even happening when I’m home too.

There’s a group of kids in my class who pick on me all the time, their leader is Zach. Zach created a Facebook group. Everyone in the school sees the group and him and his buddies post really hurtful things about me. I’m tired of being their target. It happens every day in one way or another. Sometimes they call me names, or don’t let me play during recess. Other times they break my things and make fun of me online. This bullying is really affecting me. For example…

This person is speaking as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (looking at the roles in the Bullying Triangle).

Name at least three feelings this person may be feeling just from what you see in this passage:

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In at least one sentence, imagine what problems this person might be having as a result of this bullying situation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Story taken from: <http://www.browardprevention.org/wp-content/uploads/2009/09/ABCs-of-Bullying-Prevention-Book.pdf>

**How Might they Feel?**

**Unfinished Story #3**

My name is Zach. I’m in Mrs. Smith’s 5th grade class. I wish I could stay in school all day. It’s not like I want to be working all the time, but things at home make me sad. My parents are getting a divorce and my dad left the house.

At school I feel powerful, like I have control of my life. At home, my mom doesn’t pay attention to me, so I go on the internet. I spend a lot of time on Facebook. I created this really popular group and everyone goes on it. So what if we make fun of a few students? I don’t get what’s the big deal. Yesterday, the principal called me into his office and...

This person is speaking as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (looking at the roles in the Bullying Triangle).

Name at least three feelings this person may be feeling just from what you see in this passage:

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In at least one sentence, imagine what problems this person might be having as a result of this bullying situation?

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Story taken from: <http://www.browardprevention.org/wp-content/uploads/2009/09/ABCs-of-Bullying-Prevention-Book.pdf>

**Lesson 4 – Becoming an Upstander!**

**Learning objectives:**

* Students will be able to better understand the role bystanders play in a bullying situation.
* Students will be able to explain some different ways they can be an upstander instead.

**Materials needed:**

* Bystander quiz (one for each student) (you will have one copy of the Explanatory Statements that goes along with the quiz)
* Large paper to make an anchor chart – you can make this ahead of time
* Markers
* Hand out “Safe Ways for Bystanders to be Upstanders” (one for each student)
* Ability to project computer screen with internet access to YouTube

**Lesson plan:**

1) Review what defines a bullying situation: Repeated, Intent to harm, Power difference (have students help you write on the board)

2) Review the three roles in a bullying situation – draw the triangle, have students write the roles on the board

3) Take Bystander Quiz from eyesonbullying.org – can be individually done or in small groups

* Discuss results quickly using the explanatory statements

5) Give hand out “Safe Ways for Bystanders to become Upstanders”

6) Using the anchor chart (see below) and the handout, go through the options together

* As you go through the handout, ask them to give you a “me too” sign if they have ever done any of those things
* Ask to role play some examples – try to have you (or another adult in the room) be the “Person who is Bullying” while the students role play as the Upstander and Target (be careful who you pick as a Target)

**Make this into an anchor chart**

* **Recognize** – see when a bullying situation might be happening

Remember, bullying is: **R**epeated

**I**ntent to harm

**P**ower difference

* **Respond** – you have choices

|  |  |
| --- | --- |
| **Toward the person bullying** | **Toward the target** |
| Walk away – don’t give them an audience, get others to leave, too | Help them get away |
| Tell them to stop | Afterwards, make sure they’re OK, tell them what happened to them was not OK with you |
| Distract them | Be a friend in the future |

* **Report** – tell an adult what happened - again, you have choices
  + Make an anonymous report
  + Help the target tell an adult
  + Go and find an adult right away to report it

(adapted from browardprevention.org)

5) Show video: “Be the Hero”

* <http://www.stopbullying.gov/videos/2013/04/be-the-hero.html>
* Talk about how this may be a funny video, but ask students what is the message? Hopefully their discussion will touch on the following?
  + Stopping it really can be that simple, sometimes
  + What difference did it make for the target?
  + A bystander speaking up can actually be effective, at least in the short term.
  + It will probably need to happen many times and from many different “heroes” to really get it to stop. We **all** need to say “that’s not how we treat people here”

**SAFE Ways for Bystanders to become Upstanders**

1. **Recognize**

**You need to realize that there is a bullying situation.**

Remember, you are looking for : **R**epeated

**I**ntent to Harm

**P**ower Difference

**2. Respond**

**What can you do??? You have CHOICES!!!**

|  |  |
| --- | --- |
| Toward the person bullying | Toward the target |
| * Do not cheer them on or laugh – you then become part of the bullying behavior | * Help them leave the situation – talk with them, get them to go somewhere else |
| * Don’t be silent and watch- looks like you approve | * Afterwards   + Ask them if they are OK   + Ask if they want to talk or just be with you   + Tell them that what happened to them is NOT OK with you and you want to help |
| * Walk away and get others to leave, too |
| * Distract them   + Change the subject   + Suggest doing something different |
| * Let them know you don’t approve   + Shake head, frown   + Say something to them like “that’s not OK” or “stop” or “that’s not how we treat people in our school” | * Don’t let that person be alone in the future   + Invite them to join you   + Get to know them   + Make a point to be friendly |

**3. Report**

**A bullying situation is a BIG DEAL – an adult needs to know!**

Again, you have choices. You can:

* Anonymously report what happened
* Offer to help the target tell an adult
* Go right away and tell and adult

Adapted from ABC’s of Bullying Prevention, 2009, browardprevention.org

**Lesson 5 – Overview and Focus on Physical and Verbal Bullying**

**Learning objectives:**

* Students will be able to identify different types of bullying behavior.
* Students will be able to describe what physical and verbal bullying would look like.
* Students will better understand how intimidation and threats can be bullying behavior.

**Materials needed:**

* “What is Bullying?” handout from eyesonbullying.org
* 6 envelopes with descriptions of bullying behaviors (each envelope should have at least 5 descriptions in each one – all will be different)
* Tape, possibly markers or chalk to write on board
* Categorization Tool for Physical and Verbal Bullying (one for each group – have 6)
* Large paper with large Venn Diagram – 2 overlapping circles – one labeled “Physical Bullying” one labeled “Verbal Bullying” and “Both” over the intersection – write a category to the side labeled: “Neither” (or be prepared to draw this Diagram on the board)

**Lesson plan:**

1) Hand out “What is Bullying?” to each student. Review the entire page to give an overview.

2) Explain today will focus on better understanding what physical and verbal bullying could sound or look like. It is what MOST people usually think of when they hear the word “bullying”

3) Do sorting / categorizing exercise

* Remind students that even if these mean behaviors happen once they are not OK, but they become a bullying behavior when they are
  + Repeated
  + There is an imbalance of power
  + The person is trying to hurt the target
* Students can use their “What is Bullying” handout during this exercise
* Have students break up into groups of 3 or 4 – there should be a maximum of 5 groups
* Each group will get an envelope with two different cards describing possible bullying behavior. They should also get one “Categorization Worksheet” to help them sort.
  + Tell them “these envelopes contain descriptions of different behaviors. All of them, if they meet the three bullying conditions (repeated, imbalance of power, hurtful), **can** be bullying behaviors. For this exercise, we will assume that they are happening in a bullying situation”
  + They can use the “Categorization Tool” to place each description of a behavior where they think it fits best: In the “Verbal Bullying” area, in the “Physical Bullying” area, in the area called “Both” or “Neither”?
* DON’T TELL THE STUDENTS YET… but ALL OF THE BEHAVIORS FIT VERBAL AND/OR PHYSICAL BULLYING: none of the behaviors fit into the “neither” category. Getting the “right” answer is not as important as having good discussions about the subtlety of verbal or physical bullying behaviors (especially understanding intimidation or how someone can still use actions or their body to “bully” someone, even when there is no physical contact)
* Share out as a whole class
  + Have one representative from each group put up the behaviors in the Venn Diagram – This diagram can be drawn on a paper before or draw and label the overlapping circles on the board if it is OK to tape papers up.
  + As a class go through ALL the answers and discuss if any of them should be moved to another area and why.
  + Talk specifically about physical intimidation or verbal threats – how those can be considered physical and verbal bullying (when repeated) because of the reasonable fear it engenders in the target that they could be hurt.
  + Clear out any that are in the “neither” category – discuss with class where those should fit

|  |  |
| --- | --- |
| Threatening someone that they will beat that person up, but not actually doing it. This happens a few times during the school year. | Teasing someone by calling them names. Lots of different kids do this but always toward the same kid, and almost every day. |
| Yelling “you’re a wimp” while grabbing a ball away from someone. This happens with the same group of kids, every time they are on the blacktop during recess. | Bumping into someone on purpose and then saying “watch where you’re going!” There is a group of three kids who will take turns doing this to the same kid in the hallway at least once a week. |
| Pretending to punch someone, not actually touching them and then smiling and say “just kidding”. A kid does this on the bus or at recess many times. | Making a threatening lunge at someone but not touching them. This same kid does this toward a couple of kids in class on the bus or in the hallway, a couple of times every week. |
| Leaving someone a note on their desk with a hurtful message on it. This happens to one kid almost every day. | Telling a kid something mean about the way they look. This happens to this student almost every day. |
| Making a fist and looking at someone in a mean way from across the room. This happens every time this kid gets angry at another student. | Blocking someone who is trying to walk past, but not touching them. This kid will do it in the hallway, even in the classroom almost daily. |

**Categorization Tool**

**Physical Bullying**

**Both Physical and Verbal Bullying**

**Verbal Bullying**

**Neither Type of Bullying**

**Lesson 6 – Being an Upstander with Physical and Verbal Bullying**

**Learning objective:**

* Students will be able to identify steps they can take **safely** to act as an upstander when they see verbal or physical bullying.

**Materials needed:**

* “What is Bullying?” handout from eyesonbullying.org
* Anchor Chart: The 4 R’s of being an Upstander
* Hand out “Safe Ways for Bystanders to Help”
* Ability to project computer screen with internet access
* “Scenario Questions for Discussion” hand out – one for each student
* pencils

1) Put up Anchor Chart on Upstanders, have students take out hand out “Safe Ways for Bystanders to Help”

2) Discussions around scenarios of how to be an upstander (do as many as time allows)

* Make sure students know who their “turn and talk” partner will be
  + Show video <http://www.girlsguidetoendbullying.org/Physical_RecognizeBullying.html>
  + This is mostly verbal and physical bullying, but there is some social bullying as the bystanders encourage the bullying – we’ll talk more about social / relational bullying in another lesson.
  + You might actually want to show the video a couple of times – ask students to really study what is happening – they might also notice different reactions the different bystanders are having
  + They will be looking at the Four R’s of being an Upstander Anchor Chart and “How Bystanders Can Help” hand out for guidance
  + Give “Questions for Discussion” hand out to each student
  + Go through only one question at a time. Have students turn and talk to a partner after each question. There is a line if they want to write a note or two to help them remember what they discussed
  + Have students share (cold call) a couple of things they discussed
* Read this scenario:
  + **DANIEL’S STORY:** Daniel and Gabe were playing catch when Alex walked over. Alex was two years older. “Give me the ball,” Alex demanded. Daniel held on to the ball: It was his; he’d brought it from home. “Give it to me!” Alex demanded again. He stood very close to Daniel, looking down at him. “We need a ball for our game!” Daniel looked across the field where a group of boys waited for Alex to return. Daniel has had things taken by Alex before – usually just by grabbing it out of his hand. Daniel handed his ball to Alex. He knew he wouldn’t see it again. (adapted from eyesonbullying.org)
  + They will be looking at the Four R’s of being an Upstander Anchor Chart and “How Bystanders Can Help” hand out for guidance
  + Go through only one question at a time. Have students turn and talk to a partner after each question. There is a line if they want to write a note or two to help them remember what they discussed
  + Have students share (cold call) a couple of things they discussed
* Read this scenario:
  + **SIMONE’S STORY**: Simone has been the butt of cruel and endless fat jokes ever since she transferred to her new school. Gym is especially uncomfortable for Simone, who tries to get out of class and away from the taunts whenever she can find an excuse. Things got bad enough that Simone decided to start a diet and grew determined to lose the extra weight. In the cafeteria one day, some boys approached Simone’s table and peered at the salad she was eating. In front of Simone’s friends and the others at her table, one of the boys remarked sarcastically, “Looks like that salad’s really helping.” The other boys followed suit with more mean comments. (from nonamecallingweek.org, Lesson 6 Instant Replay, 2004)
  + They will be looking at the Four R’s of being an Upstander Anchor Chart and “How Bystanders Can Help” hand out for guidance
  + Go through only one question at a time. Have students turn and talk to a partner after each question. There is a line if they want to write a note or two to help them remember what they discussed
  + Have students share (cold call) a couple of things they discussed

**Scenario Questions for Discussion:**

Feel free to refer to the Four R’s of being an Upstander Anchor Chart and “How Bystanders Can Help” hand out for guidance as you work together.

**For the video:**

If you were a bystander when the one girl started confronting the other girl, what is at least one specific thing you could have done to be an upstander instead of a bystander? (right away or right after she got pushed) (turn and talk)

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If you heard kids talking in a mean way THE NEXT DAY about what happened to the girl who got pushed, what could you do or say to be an upstander for the target? (turn and talk)

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**For Daniel’s Story:**

If you saw this happening, what is at least one thing you could say or do to help Daniel (the kid being targeted) and be an upstander? (turn and talk)

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If you saw this happening, name at least one thing that you could **SAFELY** do or say directly toward Alex (the kid who is bullying Daniel) as an upstander? (turn and talk)

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**For Simone’s Story:**

If you were sitting near Simone and heard what these boys said, name at least one thing you could do or say right away to be an upstander (turn and talk)

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If you were sitting near Simone and heard what these boys said, name at least one thing you could do or say AFTER the boys went away to be an upstander. (turn and talk)

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**Lesson 7:** **Relational Bullying – Focus on Gossip**

**Learning objectives:**

* Students will demonstrate understanding of how gossip can be a form of bullying and hurts the target even if no one says anything directly to them.
* Students will be able to name how they can take action as an upstander when they hear mean gossip.

**Materials needed:**

* Black/white board and chalk / markers
* Anchor Chart: The 4 R’s of being an Upstander
* Hand out “Safe Ways for Bystanders to Help” (one for each student)
* Ability to project computer screen with internet access
* Book: Mr. Peabody’s Apples by Madonna
* “Gossip Discussion Group” handout (one for each student)

**Lesson plan:**

1) Play telephone

* Ask for 8 volunteers
  + Stand up in a line across the front of the room – have them open up their arms then lower them so they are standing apart from each other
  + Remind them to walk up to the next person and whisper in their ear what they heard from the previous person – cannot ask for a repeat
  + Start game with this sentence: “I know a girl, Caitlyn, who didn’t have enough money to buy her mom a birthday present.”
  + Ask the last person to tell everyone what they heard – compare it with the first sentence
* Discuss what Gossip is – write key student comments on board
  + Discussion questions:
    - What was it like for the rest of the class watching this – what did they notice about the kids participating? What did they feel as they watched?
    - Talk about gossip changing – why does this happen?
    - Is gossip always true or always false?
    - Why do people gossip?
    - What kinds of things are more likely to be gossiped about? (hopefully you will be able to point out a trend that it is usually NEGATIVE or EMBARRASSING things that get gossiped about more)
    - How would you feel if you found out the gossip was about you?
    - Can gossip hurt?

2) Read story, Mr. Peabody’s Apples.

* Ask students to explain what the main idea of the story is – what is the message?
  + Discussion points to make sure you touch on:
    - Who was hurt when it came out the gossip wasn’t true (they should realize everyone was hurt: the target, the bystander (Billy) and the perpetrators (starting with Tommy)
    - How was the target (Mr. Peabody) in particular hurt? Have them name all the problems that happened for him
    - Why are the feathers important – what does the impossible task of collecting ALL the feathers symbolize?
* How can gossiping be a bullying situation?
  + Discuss how it is
    - Repeated (by telling the story over and over)
    - People gossiping have power – the target is unable to stand up for themselves because it is said behind their back
    - Intent to harm – by the very nature of spreading negative gossip, you are harming that person socially (kids will talk about it and change how they act toward that person) and emotionally (if they hear about it or even if they don’t - they will see the change in how people treat them)

3) Scenario discussion: what to do as a bystander

* Show video “Behind her Back” – warning: some of the language is not OK, talking about relationships… if not relevant to them yet it will be soon! <http://www.pacer.org/bullying/video/player.asp?video=2>
* You can stop it right when it gets to “behind the scenes” or not – it is up to you – preview to decide
* Put up the 4 R’s of being an Upstander Anchor Chart
* Break into at least 3 discussion groups – make sure they take their hand out about “Safe Ways Bystanders can Help”
  + Give each student a worksheet with the questions (that way they have a copy to keep with ideas)
  + They should complete this with discussion as a group
  + “Even if a bystander who hears mean gossip thinks it may not be true, name at least 3 reasons why they may go along with it (they may even pass it along themselves!).”
  + “How can you be an upstander when you hear mean gossip? Name 3 things you can do or say when this happens?”
* Share out together:
  + Share answers around the reasons why bystanders go along with gossip – write them on the board – as you go along, ask if any group has something NEW to add
  + Briefly discuss how by LISTENING to the gossip they are BYSTANDERS, By doing their part to try to stop it they become UPSTANDERS, by repeating it they become A PERSON WHO IS BULLYING

4) If there is time, there is an interactive game to practice what rumors are dangerous, hurtful, or harmless:

<http://pbskids.org/itsmylife/games/rumorcontrol_flash.html>

* Clarify what it means to “bring it to the principal’s office” – it means that it is a big deal and they should tell an adult. As for “throw it in the trash” – that means they need to STOP the rumor – definitely don’t pass it on. And “let it pass by” means that they should just ignore it, don’t repeat it but it is harmless.
* At least give them the link – they can play it on their own later

**Gossip Discussion Group**

Even if a bystander who hears mean gossip thinks it may not be true, name at least 3 reasons why they may go along with it (they may even pass it along themselves!)

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can you be an upstander when you hear mean gossip? Name 3 things you can do or say when this happens (write the exact words you could say or describe the behavior)

1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Lesson 8 – Relational Bullying – Focus on Exclusion**

**Learning objectives:**

* Students will be able to describe what exclusion looks and sounds like.
* Students will be able to explain how exclusion is a form of social bullying.
* Students will be able to name how they can take action as an upstander when they see someone being bullied by being excluded.

**Materials needed:**

* Black/white board and chalk / markers
* Discussion points to post at front of class (there are three you will put up in succession)
* Anchor Chart: The 4 R’s of being an Upstander
* Ability to project computer screen with internet access
* Book: My Secret Bully, By Trudy Ludwig

**Lesson plan:**

1) Play video: <https://www.youtube.com/watch?v=S4HEDDho4OY> (Preface the video by explaining it does come from another country – they will see that language printed at the end, but the message is universal)

2) Turn and talk in small groups right where they are (about 4 kids max in each group) – you may have to help them with the grouping

* Talk about “feeling invisible” from the video – put up printed discussion question to keep them on track
  + Their discussion point: “Why did that girl feel invisible – what was the message she was getting?”
  + Let them know each group will be sharing what they discuss with the whole class.
  + Give them a minute to talk
  + Bring whole class back together – have them share at least one thing their group talked about (after the first share you can ask other groups to give thumbs up if they said something the same – also ask groups if anyone came up with anything different and have them share)

3) Read book My Secret Bully, By Trudy Ludwig

* + STOP at the pages after the phone call, end with “maybe there was something wrong with me” (sorry there are no page numbers)
* Talk about My Secret Bully
  + Talk some about the events in the book – clarify understanding about the course of events. Some prompts might be:
    - What did Katie say to Monica that was so mean?
    - What did Katie do that made Monica feel left out and disliked?
    - Why does the title call it a “Secret”?
    - How did this become bullying?
  + Post discussion point: “Can exclusion look different between boys and girls? Discuss at least one way it can look the same, one way it can look different”
  + Remind them they will be sharing with the whole class
  + Give them a couple of minutes
  + Bring whole class back together – have them share at least one thing their group talked about (after the first share you can ask other groups to give thumbs up if they said something the same – also ask groups if anyone came up with anything different and have them share)
* Talk about “popularity” and how that relates to exclusion
  + Post discussion point: “How can wanting to be popular make it more likely someone might exclude others? Discuss at least one thing someone might do that excludes others to make them feel more popular.”
  + Remind them they will be sharing with the class
  + Give them a couple of minutes
  + Bring whole class back together – have them share at least one thing their group talked about (after the first share you can ask other groups to give thumbs up if they said something the same – also ask groups if anyone came up with anything different and have them share)

4) Explain briefly to class: exclusion is mean, not OK – but what can turn it into a bullying situation?

* Remind them about “**R**epeated”, “**I**ntent to harm”, “Difference in **P**ower”
* If it happens once, it may just be someone being angry at someone else (sometimes friends having a fight)
* The key difference is when someone works to use the friendship to manipulate the target and/or recruit or use others to treat someone in a hurtful way

5) How can we make a difference as bystanders?

* Talk again about the video with the invisible girl: what made her visible again?
* Write on board
* Sarah was one obvious bystander in My Secret Bully – have students brainstorm as a class ways that Sarah could have acted as an upstander instead
* List answers on the board
* Put up anchor chart on four R’s of being an upstander
* In this situation, speaking up to say “that’s not OK” and BEING someone’s friend are the most important ways to help as an upstander
* Brainstorm as a class for more ideas
* Write ideas on board

**Discussion about video from Lesson 8:**

Why did that girl feel invisible – what was the message she was getting?**Discussion about book from Lesson 8:**

Can exclusion look different between boys and girls? Discuss at least one way it can look the same, one way it can look different.

**Discussion about popularity from Lesson 8:**

How can wanting to be popular make it more likely someone might exclude others? Discuss at least one thing someone might do that excludes others to make them feel more popular.

**Lesson 9 – Cyber-bullying – Mis-using Social Media**

**Learning objectives:**

* Students will reflect on how online cruelty and cyberbullying can quickly get out of control.
* Students will be able to appreciate how viewing or forwarding hurtful messages helps create a cyberbullying situation.
* Students will be able to identify what targets and upstanders can do when cyberbullying happens.

**Materials needed:**

* Black/white board and chalk / markers
* Anchor Chart: The 4 R’s of being an Upstander
* Ability to project computer screen with internet access
* Hand out (enough copies for each student): “What to do about Cyberbullying”
* Worksheet “Cyberbullying: Be Upstanding” – 5 copies, HIGHLIGHT a different question on each copy. The groups will do only one, unique question.
* Blank piece of paper for groups to brainstorm ideas - 5 papers, one for each group

**Lesson plan:**

1) Play video (but **stop around 1 minute 15 seconds** – after that is a message for parents that will not interest the students): <http://www.commonsensemedia.org/videos/standing-up-to-cyberbullying>

* This may also be a video worth playing a second time. Before replay, ask them to watch it while thinking about the three roles in a bullying situation and be prepared to discuss.

2) Discuss video: Turn and Talk – brief, share as a class after you pose each question

* What are the roles of the three kids in the video?
* Why did the target act like it wasn’t a big deal, even though she was hurt?
* What kinds of issues that you know about cyberbullying did they get right in the video? (this share should be longer, write student responses on the board)
* What about the kids who passed on the message to others – what role do they play???
* How is this situation similar to gossip, how is it different?

3) Small group discussions on being an upstander when cyberbullying happens

* Post Anchor Chart: The 4 R’s of being an Upstander
* Give copy of handout to each student: “What to do about Cyberbullying”
* BE CAREFUL – LIMIT personal sharing as you talk about this – it can get the group very off topic.
* Break into 5 groups: Give worksheet “Cyberbullying: Be Upstanding” out to each group
* Read the following scenario to whole class – it will also be on their worksheet for them to refer back to if needed.
  + Kevin sends his friend José a short video he made at home, a reenactment of a famous fantasy movie scene. José, laughing at how Kevin looks, shows it to some other boys at school. The boys laugh at Kevin too, and then decide to post it on a video-sharing website. Millions of people then view Kevin’s video. Nasty comments are posted. Every day, Kevin goes online to check the site and sees more comments like “idiot” and “fat nerd.” Every day, he goes to school and hears similar cruel comments from his classmates.
* Have groups answer ONE question together to share out as a class – go around to each group and assign them a different question – have them circle the one they will be working on.
  + Jose is not the only person who is bullying Kevin in this situation. Jose started the whole thing, but the boys who posted it are a huge part of starting the cyberbullying. Are those who comment on the video joining in on the cyberbullying? Why or why not?
  + What could you say to Jose if he showed you the video and you wanted him to stop?
  + What would you say to Kevin or do for him to show your support?
  + What could you say to other kids at school who viewed the video and were talking about it at school?
  + What could you do online to act as an upstander?

4) **IF THERE IS TIME:** Cyberbullying and when a fight between friends becomes bullying – description from target:

* Show video: <http://www.commonsensemedia.org/videos/emmas-story-cyberbullied-by-a-best-friend>
* Group activity: divide into five groups, have each group take one piece of paper and designate one person to take the notes. DO NOT TELL THEM THIS IS A CONTEST
  + Half of the groups (approx 2-3 groups) will take the position of Emma: If you were her, what would you want an upstander to do for you in this situation? Have them write a list of as many ideas as possible.
  + The other half (2-3 groups) will take the position of Emma’s friend who wants to be an upstander – what could you do or say to be an upstander for Emma? Have them write a list as many ideas as possible.
  + Their ideas need to be safe, realistic and SPECIFIC to count (i.e. “we could post a comment: ‘we like Emma and this is private between her and her friend – please leave her alone’”). Not too general (i.e. “we would support Emma”)
  + The group with the most ideas of how to act as an upstander “wins”
* The group which has the most items on their list (of UPSTANDING acts) will get to…
  + …design an informational poster for the computer lab about dealing with cyberbullying for extra credit?
  + …produce a PSA video on cyberbullying to be shown to the school?
  + …come up with another idea of how to get the word out to students at their school about dealing with cyberbullying (where to go for help, what they can do if they see it happening) and pitch that idea to the principal / vice-principal / student council?
  + Or, you can come up with an idea that works for your school / grade / students

 **What to do about Cyberbullying **

… if you feel targeted OR to be an Upstander!

* Block communication with the cyberbully
* Ignore messages without reading them BUT you should save the messages if you are the target (text or voice mail) or images as evidence
* Talk to a friend about the bullying
* Report the problem to an Internet service provider or website moderator
* Refuse to pass along cyberbullying messages
* Tell friends that if they pass the messages along they are participating in cyberbullying
* Report cyberbullying to a trusted adult (at home or at school or both)

What else can I do to stay cyber-safe?

* Never post or share your personal information online (this includes your full name, address, telephone number, school name, parents’ names, credit card number, or Social Security number) or your friends’ personal information.
* Never share your Internet passwords with anyone, except your parents.
* Never meet anyone face-to-face whom you only know online.
* Talk to your parents about what you do online.

**If you wouldn’t say it in person, don’t say it online. Delete cyberbullying.**

**Don’t write it. Don’t forward it.**

Adapted from [www.ncpc.org](http://www.ncpc.org) (National Crime Prevention Council)

**Cyberbullying: Be Upstanding!**

**Scenario:**

Kevin sends his friend José a short video he made at home, a reenactment of a famous fantasy movie scene. José, laughing at how Kevin looks, shows it to some other boys at school. The boys laugh at Kevin too, and then decide to post it on a video-sharing website. Millions of people then view Kevin’s video. Nasty comments are posted. Every day, Kevin goes online to check the site and sees more comments like “idiot” and “fat nerd.” Every day, he goes to school and hears similar cruel comments from his classmates.

**Directions:** Look at your tip sheet: “What to do about Cyberbullying” for help. As a group, answer your question below – be ready to share out with the rest of the class.

1) José is not the only person who is bullying Kevin in this situation. José may have started it, but the boys who posted it are a huge part of starting the cyberbullying. Are those who comment on the video joining in on the cyberbullying? Why or why not?

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2) What could you say to José if he showed you the video and you wanted him to stop?

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3) What would you say to Kevin or do for him to show your support?

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4) What could you say to other kids at school who viewed the video and were talking about it at school?

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5) What could you do online to act as an upstander?

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**Lesson 10 – Pulling it all together – BE an Upstander!**

**Learning objectives:**

* Students will be able to apply what they have learned about how to be an upstander to a variety of situations (cyberbullying, gossip, exclusion, physical and verbal bullying).
* Students will be able to state at least one way they can see themselves acting as an upstander, and post it in the school.

**Materials needed:**

* Anchor Chart: The 4 R’s of being an Upstander
* Simplified instruction sheet for online conversation
* Conversation Screen Shot (12 **unique** conversations: if you have more kids, make some groups of 3 students)
* Ability to project computer screen with internet access
* Large index cards
* Colorful Markers
* Poster board / large sheet of paper / bulletin board
* Tape or glue sticks (if needed) to post the cards (on poster board, in classroom…)

**Lesson plan:**

1) Online conversation: adding your UPSTANDER input to a conversation you come across

* Break up students into pairs
* Have them come up with their own Username (only one per pair – model for them how they might generate it: take a piece of each person’s name and put it together, find an animal that both like, a positive word, etc) – don’t let this last too long. Have some spare names so if time runs out you will assign them a name
* Paint the scene for them:
  + You are online and will come across a conversation (we don’t have tech for everyone to use, so we’ll have to pretend using paper – sorry!!!)
  + Your job is to read everything that is on that paper
  + Right now you will be the first to react to the conversation
  + Write something an UPSTANDER might say in reaction to what you read
  + You can use the anchorchart to help you out with some ideas.
  + When you write your comment put your username FIRST: that way we know who made what comment
  + When you write your comment, it should be an upstanding reaction to some part of the conversation – it does not need to only react to the last thing that someone wrote
  + You will then pass your screen shot to another pair and get a new conversation from another pair
  + READ EVERYTHING that was written, starting with the screenshot
  + See what other people have written – you will think about what others say before you write your response
  + Write your username and then write a new Upstanding comment at the bottom of everything that has been written
  + Again pass the paper to someone else and get a NEW paper you HAVEN’T read yet.
  + Continue this process until the teachers stop everyone
* Post the simplified instructions up on the board
* Give each pair a unique Conversation Screen Shot paper
* Allow this process to continue for approximately 15 – 20 minutes. They will not have time to respond to every conversation, but should have time to get to several
* **Allow negative comments to sneak in**, unless the students start to become disruptive. This will become part of the debriefing after this exercise
* VARIATION: if you think the group will not get pulled too off task, the moderators / teachers can randomly go around and write a purposefully negative comment on the Conversation paper to see how students react to that
* Once you have everyone stop, process:
  + Have each pair look at the paper right in front of them now
  + Have them circle the username of each post that is actually an Upstander kind of comment
  + Ask them to share some of the things that “jump out” at them – what is their reaction?
  + What (if anything) was hard about being an upstander?
  + Did any of them notice that previous comments from other students were not upstanding? (if there are not any negative comments, ask how they think they might have felt if there were)
  + What are the reasons someone might choose to make a negative comment, even if they are trying to be an upstander?
  + Were they tempted to make a negative comment in reaction?
  + Did anyone see a conversation that had mostly if not completely upstanding comments?
  + How did those upstanding comments affect what kind of comment you made?
  + How does this apply to real life? What can be their take-away?
* Collect the papers to move on to the final activity

2) What is **your** Upstander Style??? “I will…”

* Everyone has different reasons why they might choose to act a certain way.
  + When choosing to act as an Upstander, we will probably choose actions that feel more natural to us and our personality, while other actions might not feel OK or safe.
  + Our actions may even be different depending on the situation [in front of kids we know (especially if they are good friends), in front of kids we don’t know, if it getting dangerous, around kids who are smaller than us…].
* Instructor: Give your own personal example of what your style might have been when you were a child (think of something from your childhood, keep it brief but relevant)
* Tell students: You can imagine what you are most likely to be able to do as an upstander when faced with a bullying situation – we want you to tell us just one of the many things you might do to be an Upstander
* Show video: “I AM and upstander” <http://www.youtube.com/watch?v=48Hlw44smD4> OR if the above video is no longer available: “I’ll stand up” <http://www.stopbullying.gov/videos/2013/04/stand-up.html>
* Give out index cards and have each student use colorful markers to write
  + Have all the students write up at the top of the card “I AM an upstander”
  + Right under that, have them write the sentence starter “I will” and have them complete the sentence in their own words as to what they will do to be an upstander.
* Have the students put up their cards as they complete them (on the poster board, out in the hallway… whatever format you decide) – Before students go up to place it, have them read it to the room (or just hold it up so other students can read it)

**Instructions for Conversations**

* **Read everything that is written on the page**
* **Write your pair’s Username first at the next available line**
* **Write your UPSTANDING comment next to your Username**
* **Your comment can be about anything written on the page**
  + **What was first said up at the top**
  + **Anyone else’s specific comments**
  + **All the comments**
* **When you finish your comment pass your paper to another pair and get a paper from someone else**
* **Repeat the process until you are told to stop**

**Conversation “Screen Shot” # 1**

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Alphadude: Did anyone see how I totally beat up that wimp today? I can post the vid. LOL! Peter is such a loser! He went home CRYING! I told him he better not come to school tomorrow or I’ll give him more of the same!

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**Conversation “Screen Shot” #2**

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Too-shy: I see this girl who sits alone every day on the bus. Other kids call her names, yell at her… she looks so sad. I don’t want them to start picking on me. What should I do?

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**Conversation “Screen Shot” #3**

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Alone: All you guys out there who keep tripping me, won’t let me sit near you, never pick me for your team, give me mean looks… I don’t need you anyway. Nobody cares about me, so I don’t need anybody!

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**Conversation “Screen Shot” #4**

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Cutie: Did you see who Sherry was talking to? OMG – does she think he would **ever** like her??? We should all do her a favor and tell her how ugly she is – she shouldn’t get her hopes up! Tomorrow, make sure U tell her!

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**Conversation “Screen Shot” #5**

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Notsohappy: So, I was out with friends and started dancing and someone took a vid on their phone and posted it – now kids point at me at school and yell “hey dancer girl” and laugh and turn away – I’m so embarrassed!

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**Conversation “Screen Shot” #6**

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NotMe: when I walk home I see this group of kids grabbing this little kid’s hat, pulling on his backpack, knocking him down… he looks scared. I stay out of it… after all, what can I do?

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**Conversation “Screen Shot” #7**

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Confused: My friend has started picking on this other kid, Pedro – no one really likes him, but I don’t feel right about it, and it’s getting worse. I am afraid he’s going to really hurt him someday. How can I say anything?

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**Conversation “Screen Shot” #8**

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Clueless: This kid in my school is such a bully. Here’s the video of the last kid he beat up. I stay out of it, though – I just watch and laugh along with everyone else. He’s really mean.

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**Conversation “Screen Shot” #9**

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Closedminded: Has anyone met this new girl yet? She has this weird accent – and the clothes she wears! We don’t want her here – everyone, make sure you don’t talk with her or let her sit with you. Pass this on!

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**Conversation “Screen Shot” #10**

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Torn: There’s this kid I really don’t like. He used to bully me in 2nd grade, but now this new kid at school is really picking on him, like every day. Pushing him, breaking his stuff, calling him names. He really deserves it, right?

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**Conversation “Screen Shot” #11**

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TopDog: tomorrow, everyone make sure you leave a note on Buddy’s desk when he’s not looking – let him know he’s a loser. See if you can get other kids to do this, too. He needs to learn who’s in charge!

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**Conversation “Screen Shot” #12**

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Fur!ou$: Lily, you are the worst friend ever! Bobby likes ME not YOU! Don’t ever talk to him again. Everyone hates U! You’re a stupid, fat cow! I’m going to make sure no one ever talks to you again. You better watch your back!!!

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