

THE WISE OWL BULLY STOPPER KIT

DVD Version



Credits



Videos

Executive Producer

Anson W. Schloat

Producer

Mazzarella Brothers Productions, Inc.

Script Consultant

Lisa P. Ultan, MAT

Grafflin Elementary School, Chappaqua, NY

Teacher's Resource Book

Writers

Donna Giachetti

Elizabeth Hoover

Illustration & Design

Julia Dungan

Stefanie Johannsen

Copyright © 2006

Human Relations Media, Inc.



Table of Contents



Teacher Resources

DVD Menu	i
Introduction	1
Learning Objectives	2
Using the Kit	3
Using the DVDs	4
Program Summaries	5
Grade Guide	8
Using the Pre/Post Tests	10
Using the Posters	11
Using the Cards	12
Card Game Ideas	13
Tips for Teachers	15
Cooperative Learning	16
Relevant Standards	17
Books for Children	18
Teacher Websites	20

Educator Fact Sheets

Looking at the Facts	21
What Schools Can Do	22
A Bully-Stopper Policy	23
When Bullying Happens	24

Family Fact Sheets

Family Letter	25
Spotting the Problem	26
If Your Child Is Bullied	27
If Your Child Is a Bully	28
Parent Websites	29



Table of Contents



I See a Bully Activities

1.	Pre/Post Test	31
2.	Color a Friend	32
3.	The Mean Maze	33
4.	Your Story	34
5.	Bully De-Coder	35
6.	Draw a Face	36
7.	Color a No-Bully Sign	37

You Can Stop a Bully Activities

1.	Pre/Post Test	38
2.	Color a Team	39
3.	What Can You Do?	40
4.	Walk Away Maze	41
5.	Go, Team, Go!	42
6.	Helping Hands	43
7.	Bully Stoplight	44

Don't Be a Bully Bystander Activities

1.	Pre/Post Test	47
2.	Color a Helper	48
3.	Be a Buddy	49
4.	Don't Be Bossy	50
5.	Think First	51
6.	Friend Wanted	52
7.	It Adds Up	53
	Solutions	54
	Other Programs from Human Relations Media	57



DVD Menu



MAIN MENU

PLAY

CHAPTER SELECTION

From here you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

I See a Bully

1. Introduction
2. Bullies Hurt
3. Bullies Use Mean Words
4. Bullies Are Bossy
5. Review and Conclusion

You Can Stop a Bully

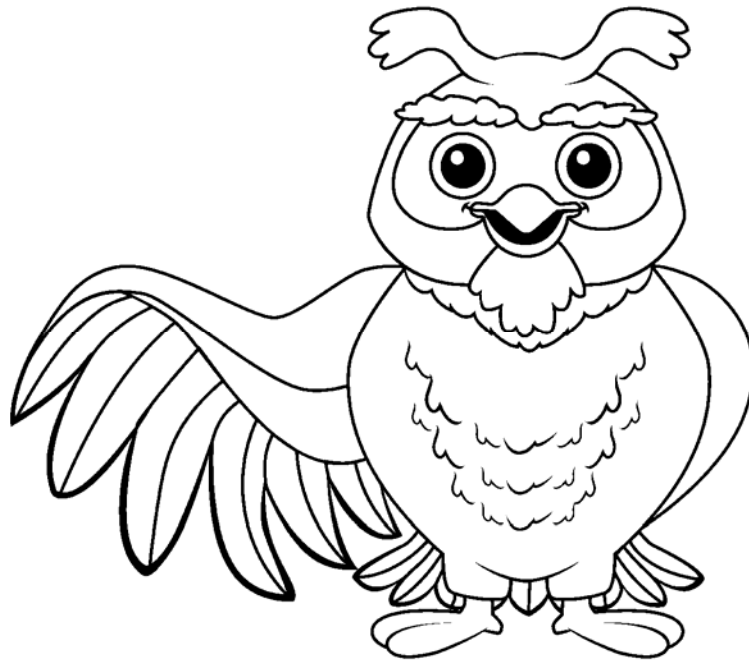
1. Introduction
2. Ignore the Bully and Walk Away
3. Team Up on a Bully
4. Tell a Grown Up
5. Review and Conclusion

Don't Be a Bully Bystander

1. Introduction
2. Help Your Friend To Walk Away
3. Speak Up Together
4. Ask an Adult for Help
5. Review and Conclusion

TEACHER'S RESOURCE GUIDE

A file of the accompanying Teacher's Resource Guide is available on the DVD. To open the file you need to load the DVD onto a computer that has a DVD-ROM and Adobe Acrobat Reader. Right click on the DVD icon and then double click on the file titled "Teacher's Resource Book."



THE WISE OWL BULLY STOPPER KIT

**Teacher
Resources**



Though some may dismiss bullying as “just a part of growing up,” the truth is that bullying is an abusive behavior that has serious consequences for all involved. Bullying can take many forms. Physical bullying—such as hitting, kicking or stealing possessions—is seen at all levels of schoolyard society. Emotional bullying—such as name-calling, teasing, ignoring and spreading gossip—is just as damaging.

Bullying can be disastrous for victims. Students who are targeted by bullies report low self-esteem, depression, living in fear and torment, poor academic achievement and emotional turmoil. When a child does not feel safe at school—for whatever reason—every aspect of the child's education is affected. Children may become anxious about their safety, and may even begin avoiding classes or refusing to attend school at all.

The consequences of bullying extend to bystanders as well. Witnesses to bullying often suffer from feelings of helplessness and poor coping and problem-solving skills. Studies show that children who witness bullying incidents experience significant fear and anxiety.

The bully himself faces consequences such as poor social and emotional adjustment, isolation, poor performance in school and an increased likelihood to commit crimes later in life. As adults, childhood bullies require more support from government agencies, have more court convictions, use more mental health services and are more prone to alcoholism. A firm stand against bullying can prevent these effects from occurring and protect children from undue anguish.

At some point in their childhood, almost all children will experience or be affected by bullying behaviors. The majority of bullying occurs in or near school buildings. For the safety and welfare of all children in a positive learning environment, it is essential for teachers to establish a learning community which condemns bullying behaviors and facilitates a sense of friendliness in the classroom. This includes teaching children skills to deal with bullies, as well as promoting positive social skills such as cooperation, communication, and conflict resolution.

The Wise Owl Bully Stopper Kit was developed to provide the tools that a school needs to stamp out bullying. As students learn to recognize bullying behaviors, understand what motivates bullies, devise new strategies for standing up to bullies and realize the need to seek adult help, the school climate will become the healthy, safe place for growth that each student deserves.

LEARNING OBJECTIVES

The Wise Owl Bully Stopper Kit



The Wise Owl Bully Stopper Kit is designed to give instructors all the tools they need for easy, flexible implementation. The format of this multi-part kit will save valuable preparation time, allowing teachers to get straight to the point: to help young students learn how to deal with bullies in a healthy, assertive manner.

After viewing the programs, examining the posters, playing with the Wise Owl cards and participating in the activity sheets included in this Teacher's Resource Book, your students will be able to:

- ✓ identify and give examples of common bullying behaviors
- ✓ learn that bullying is wrong and that no one has to accept it
- ✓ explore positive (and negative) ways to deal with bullying behavior
- ✓ learn what to do when a friend is being bullied
- ✓ evaluate their own feelings about bullying
- ✓ effectively express "I" messages
- ✓ prepare for bullying situations by acting out various scenarios
- ✓ creatively express many of the common emotions that are caused by bullying
- ✓ develop anti-bullying tactics for themselves and for their classroom
- ✓ practice assertiveness skills
- ✓ learn to demonstrate respect for others
- ✓ realize that in certain bullying situations, it is appropriate to request help from an adult
- ✓ learn to recognize and address possible bullying behaviors in themselves



The posters, full-color cards and print worksheets in *The Wise Owl Bully Stopper Kit* are designed for students with various learning styles. A combination of visual activities, discussion questions, hands-on projects and communication exercises will ensure that your class receives a well-rounded course of study. These suggestions will get you started.

PREPARATION

- ✓ Familiarize yourself with the contents of this Teacher's Resource Book.
- ✓ A brief recap of each video is provided in the "Program Summary" section. Use this for future reference.
- ✓ Make copies of the "Family Letter" page for students to bring home before the first day of your lesson.
- ✓ See "Tips for Teachers" for ideas about incorporating the topic of bullying into daily activities.
- ✓ Consult the *Educator Notes* section of this Teacher's Resource Book to learn more about bullying in today's schools.
- ✓ Read through the *Family Notes* section of this Teacher's Resource Book and be prepared to share these sheets with parents who request them.
- ✓ Duplicate the worksheets that are appropriate for your students.
- ✓ Set aside time on several different days to make effective use of the videos, activities, posters and card games.
- ✓ Introduce the theme in a class discussion about bullying. Ask students: Have they ever been bullied? How did it feel? What did they do? What are some reasons why people bully others?

CUSTOMIZE FOR YOUR CLASS

- ✓ Select only the student worksheets that are appropriate for your class.
- ✓ Don't feel pressured to use all the worksheets. They are provided to help you, not bog you down.
- ✓ You may wish to use worksheets soon after viewing the videos, or distribute them through the year as a periodic review of the information.
- ✓ Schedule enough time for students to fully discuss any issues that seem to particularly interest them.
- ✓ Many activities can be customized to allow your students to work together in cooperative groups. Please consult the "About Cooperative Learning" page for more details.

USING THE DVD_s

The Wise Owl Bully Stopper Kit



The Wise Owl Bully Stopper Kit includes three live-action video programs on DVD that will give students helpful strategies to help them deal with bullying—both in and out of the classroom. Use these programs in conjunction with the posters, card games, stickers and student activities in this kit. This comprehensive kit will provide you with all the tools you need to stamp out bullying in your school.

- ✓ Arrange to have a DVD player in your classroom for a screening of each program.
- ✓ Plan to show each program on a different day. This will allow for more discussion and give students a better chance to absorb the information.
- ✓ After watching the DVD, initiate a classroom discussion and get students interested in learning more. Which sections of the video were most memorable? What new information did they learn? Do they feel differently about bullying?

USING THE STICKERS

There are many ways to use these brightly-colored stickers:

- ✓ as rewards for students who have demonstrated that they know how to react if they find themselves—or a classmate—in a bullying situation.
- ✓ as awards to students who have completed a card game or worksheet.
- ✓ as reinforcements through the school year to remind students that your class is a bully-free zone.





I See a Bully

As the program begins, students meet Wise Owl. Wise Owl explains that he can see everything going on below him and invites children to watch along with him. The scene moves to a playground, where children are seen pushing, teasing, and fighting with each other. "There seem to be a lot of bullies. Do you know who's a bully? Let's find out," Wise Owl says.

BULLIES HURT: The first dramatic segment demonstrates that bullies hurt others. Students watch Eric play in the park until an older bully named Mike punches Eric. In the next scene, Eric returns to the park with his friends Cindy and Mark; before they begin playing, Eric looks around for Mike. He's not there, but later Mike appears and punches Eric again. Cindy and Mark tell him to stop, but Mike throws stones at them. Eric tells his mom and Mike is punished—for a while Mike disappears from the playground. One day, Mike reappears and continues bullying Eric. Wise Owl summarizes the segment: "Mike hits other kids and tries to hurt them. It makes him feel good and it scares the other kids. Mike is a bully."

BULLIES USE MEAN WORDS: The next dramatic segment shows children that bullies also use mean words. Students see Jessica and a group of her friends having a slumber party. Jessica's cousin Mary insults another girl, and then calls everyone stupid during a card game. Later, she tells Jessica that she is chewing too loudly and makes fun of the girls who sleep with teddy bears. "Mary hurt other kids with mean words. It made all the kids feel bad about themselves. Mary is a bully," Wise Owl says.

BULLIES ARE BOSSY: Finally, a dramatic segment illustrates that bullies are bossy. Students meet Sam, who likes to boss the other kids around—especially Anthony. Sam takes all of Anthony's pencils away. Later, he insists that everyone play Four Square even though they want to play kickball. Sam even tries to dictate who the children are allowed to play with by forming "Club Sam" and saying Anthony can't join. "Sam bosses other kids around so he can get his way. Sam is a bully," reports Wise Owl.

Wise Owl wraps up the program by telling students that bullies hurt others. He reminds students that hitting, saying mean things, and bossing people around are all forms of bullying.



You Can Stop a Bully

As the program begins, students meet Wise Owl. Wise Owl explains that he can see everything going on below him and invites children to watch along with him. The scene moves to a playground, where kids are seen throwing balls at each other, teasing, and taking toys away from classmates. "There seems to be a lot of bullying going on. You can stop a bully. Let's find out how," Wise Owl says.

IGNORE THE BULLY AND WALK AWAY: The first dramatic segment informs students they can stop a bully by ignoring the bully and walking away. Students see Eric walking to school with Cindy when Mike jumps out and pushes Eric down. Mike waits for them to pass by and teases Eric. Eric and Cindy try to walk to school a different way, but Mike finds them and continues bullying. Eric gets upset and angry. Wise Owl then explains that one way to stop a bully is to ignore him; "Ignore means to not pay attention and don't react to what the bully says." The next day, Eric and Cindy ignore Mike's teasing and walk past him—Mike leaves them alone.

TEAM UP ON A BULLY: Segment two teaches students to team up on a bully. Children watch as Sally throws rocks at Pat, Mark, and Lisa on the playground, even when they tell her to stop. The next day Sally punches kids as they swing on the swings and again refuses to stop. Wise Owl explains that the kids decide to stand up to Sally together. Next, Sally steals their soccer ball and won't give it back; they surround her and demand she return it. "We're tired of you picking on us," Pat says. "Mark, Lisa, Pat and the other kids learned a new way to stop a bully. They teamed up on the bully and together, told the bully to stop. And it worked," Wise Owl tells viewers.

TELL A GROWN-UP: Segment three demonstrates how telling an adult can also stop a bully. Students see Tina bullying Cindy, Anthony and Kelly at the bus stop. They tried to ignore her, but Tina wouldn't stop. The next day Tina steals the puppet Kelly made for school and teases her. The next day, the kids decide to team up on Tina, but it doesn't work. Finally, the kids tell the bus driver about Tina's bullying and the bus driver tells the principal. Tina gets in trouble and stops bullying the other kids.

Wise Owl summarizes the three ways children can stop a bully: ignore the bully and walk away, team up on the bully, and tell a grown-up.



Don't Be a Bully Bystander

As the program begins, students meet Wise Owl. Wise Owl explains that he can see everything going on below him and invites children to watch along with him. Students see Mike twisting Eric's arm behind his back while Cindy and Mark watch. "Have you ever seen someone being bullied?" Wise Owl asks. "I always say, don't be a bully bystander. That means don't just stand by and watch another person being bullied. There are things you can do."

HELP YOUR FRIEND TO WALK AWAY: The first dramatic segment shows children how to help a friend escape a bully. Students watch Mary taking Jessica's beads at summer day camp while Lisa looks on. "Sometimes Mary could be scary. Jessica was scared and so was Lisa," says Wise Owl. The next day, Mary pulls Jessica's hair until Jessica gives her some money. Lisa is angry at herself for not stopping Mary. That night Lisa talks to her mom about the bullying and her mom advises her to help Jessica walk away from Mary. The next day at lunch, Mary starts teasing Jessica again, but Lisa takes Jessica by the hand and leads her over to the counselors. "When you see someone being bullied, it's normal to get scared and angry," says Wise Owl. "But now you know what to do. Take your friend by the hand and guide them away from the bully."

SPEAK UP TOGETHER: In this segment, students learn how to speak up together to stop a bully. Children meet Sam, an older scout in charge of a tent on a scout camping trip. Sam starts picking on Mark by taking his candy. "Even though the other boys were feeling uncomfortable, no one did anything to stop Sam," Wise Owl points out. That night, Sam puts shaving cream all over Mark's pillow. Anthony is upset, but doesn't know what to do. Anthony talks to one of the camp counselors, who suggests that all the boys stand up to Sam. The next day, Anthony asks the other boys to stand up to Sam. The next time Sam teases Mark, all the boys tell him to stop—and it works.

ASK A GROWN-UP FOR HELP: Finally, children see how telling an adult can stop a bully. Viewers watch Tina picking on Cindy during the summer theater program. Tina insults Cindy—Kelly tells her to stop, but Tina just insults her too. "Tina said lots of mean things to everyone in the show. Everyone was afraid of her," Wise Owl says. Another day Tina hides Cindy's costume and makes Cindy pay her five dollars to get it back. Kelly gets angry and tells the camp director about the bullying. The director has a talk with Cindy and watches carefully to make sure she isn't being a bully anymore.

Wise Owl reviews the program's lessons: Stop a bully by helping a friend walk away, standing up together, and asking a grown-up for help.



The activities in this Teacher's Resource Book are designed to reinforce the messages about bullying that are presented in *The Wise Owl Bully Stopper Kit* programs.

Use the grade guide on these pages to determine what will work best for your class, but be sure to customize for your students' unique abilities.

K . . .

denotes an activity that is suitable for KINDERGARTEN

*** You should read all instructions aloud to students*

1 . . .

denotes an activity that is suitable for FIRST GRADE

2 . . .

denotes an activity that is suitable for SECOND GRADE

I SEE A BULLY ACTIVITIES

1. Pre/Post Test (K, 1, 2)
2. Color a Friend (K, 1, 2)
3. The Mean Maze (K, 1, 2)
4. Your Story (1, 2)
5. Bully Decoder (1, 2)
6. Draw a Face (1, 2)
7. Color a No-Bully Sign (K, 1, 2)



YOU CAN STOP A BULLY ACTIVITIES

1. Pre/Post Test (K, 1, 2)
2. Color a Team (K, 1, 2)
3. What Can You Do? (1, 2)
4. Walk Away Maze (K, 1, 2)
5. Go, Team, Go! (1, 2)
6. Helping Hands (K, 1, 2)
7. Bully Stoplight (K, 1)

DON'T BE A BULLY BYSTANDER ACTIVITIES

1. Pre/Post Test (K, 1, 2)
2. Color a Helper (K, 1, 2)
3. Be a Buddy (1, 2)
4. Don't Be Bossy (1, 2)
5. Think First (K, 1, 2)
6. Friend Wanted (1, 2)
7. It Adds Up (1, 2)

USING THE PRE/POST TESTS



Many schools use pre- and post-tests as an assessment tool to help teachers—and their students—track how much they have learned about a subject.

Each of the three videos in *The Wise Owl Bully Stopper Kit* provides a simple True/False test that can be used in class BEFORE viewing the video and then can be distributed again AFTER viewing.

The questions are based on information presented in the video, plus general questions about the topic of bullying.

These tests will be most appropriate for students in the higher grades, but can be used (if read aloud) with kindergarteners as well.


The correct answers to these pre- and post-tests can be found in the Solution section of this Teacher's Resource Book.


Name: _____













Activity 1
Pre/Post Test

You Can Stop a Bully

Read each sentence below (or listen closely while your teacher reads it to you).

Circle the  picture if you think the statement is TRUE.

Circle the  picture if you think the statement is FALSE.

	TRUE	FALSE
1. You are not a bully if you make fun of someone.		
2. Ignoring a bully is the same thing as not paying attention to a bully.		
3. A bully can't pick on you if you don't stay around for him or her to do it.		
4. Bullies don't like to see other kids get upset.		
5. A group of kids can stand up to a bully together and tell the bully to stop.		
6. If a bully won't stop bothering you, ask a grown-up for help.		

Human Relations Media 38 *The Wise Owl Bully Stopper Kit*

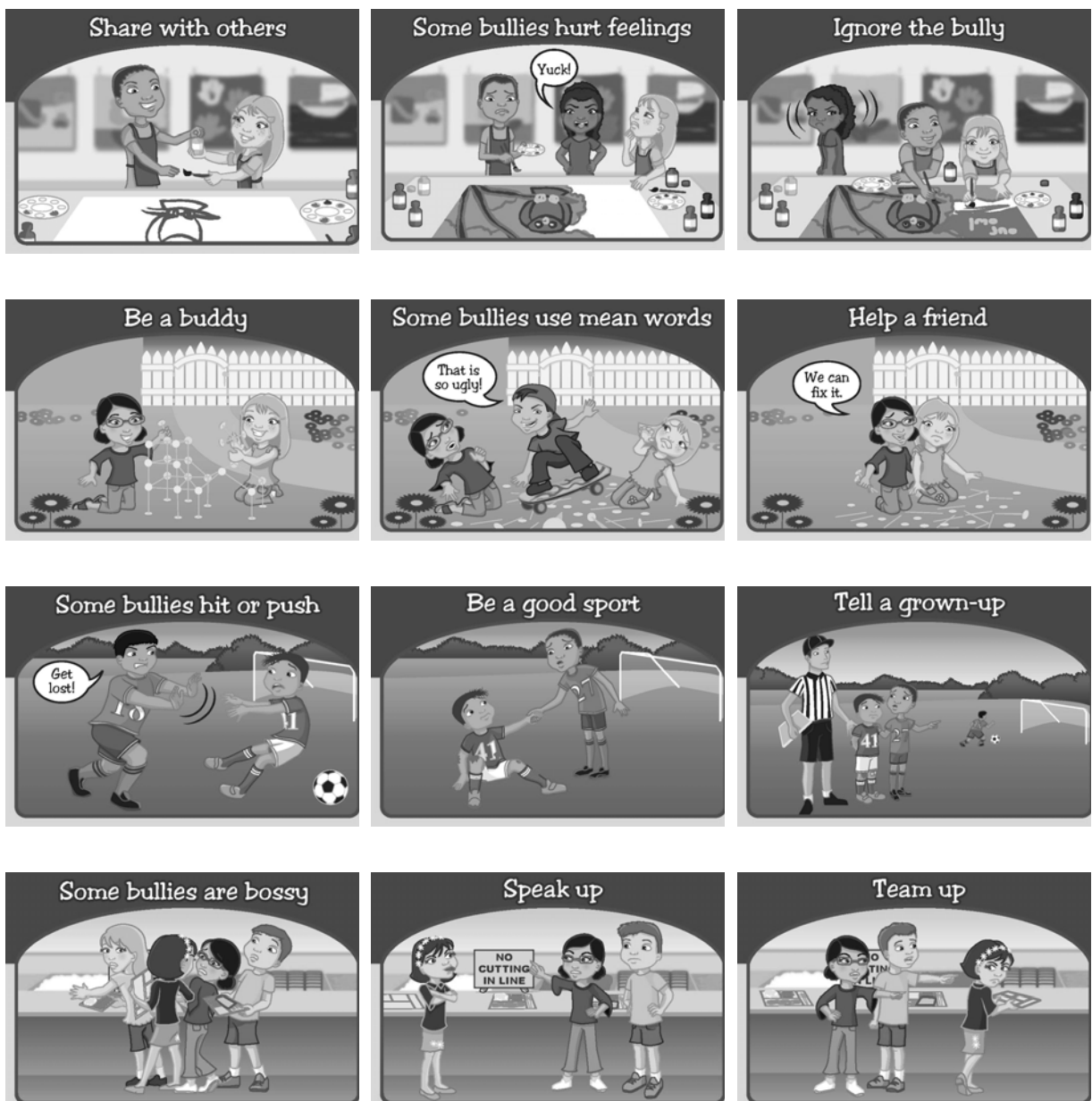


- ✓ Display the posters in a location where your students will be able to see them clearly.
- ✓ Plan to keep the posters on display for several weeks or, if possible, for the entire school term.
- ✓ Depending upon your classroom size and available space, you may want to display only one poster at a time.
- ✓ When the posters are first presented, ask students to read the words aloud. Define any words that students may not understand.
- ✓ Spend a few minutes discussing the images on each poster, to ensure that students understand what is portrayed.
- ✓ Draw students' attention to the "Not a Bully" logo. Ask students:
 - How would you feel if you were in a similar situation?
 - What would you do if you witnessed a similar situation?
- ✓ Ask students:
 - How does it feel to be a buddy?
 - How does it feel to be a good sport?
 - How does it feel to be a helper?

USING THE CARDS

The Wise Owl Bully Stopper Kit includes 48 full-color cards—four sets of 12 cards. Each trio of cards is designed to tell a unique story (see below). These cards can be used in many fun, easy-to-implement classroom activities. Each card contains a brief phrase repeating what students have learned in the video programs.

For younger students, it helps to introduce each card and read the text aloud to the class. The graphics are meant to convey a clear meaning. Even if children cannot read the text independently at first, they will soon learn what the cards say through repetition.





Below are some suggested activities which can be done with your students, using the Wise Owl deck of cards.

- 1. SEQUENCING GAME:** This game is especially suitable for students in K-1st grade. Distribute three cards to a pair (or trio) of students. The cards “tell a story” but students must sequence them in a logical order to reveal the story that is told through the cards. The deck contains four separate “stories” that can be sequenced in this manner. Once the story is sequenced properly, students should be encouraged to tell the story aloud in their own words.
- 2. BE A BULLY BUSTER:** Distribute only the bully cards—either to the whole class or to a small group of students. Each student must describe what the bully is doing, and what advice he/she would give to the child being bullied. You can also recruit two-to-three children to role-play the scenarios.
- 3. STORY STARTERS:** This activity can be done with the entire class or with individual students. Cards are used for story-telling. Each child chooses a card and invents a story that goes along with the illustration. (Alternate: they can be instructed to describe what they would do if they were in the situation depicted on the card.) Younger children can draw a picture to accompany their stories. Older children can write a few sentences.
- 4. GUESSING GAME:** This game is especially suitable for students in K-1st grade. Working in small groups, students take turns picking a card from the face-down deck. Without showing the card to the other players, the student has to describe what he/she sees on the card. The other children must say whether the card portrays a buddy behavior or a bully behavior.
- 5. HOW I FEEL:** This activity can be done in small groups or as an entire class. Distribute one card to each child. The child must describe the emotion that one of the characters on the card is feeling: happy, scared, angry, etc. Questions to ask: What is the person feeling? Why is he/she feeling this way? Have you ever felt this way? What do you do when you feel angry? Sad? Happy? Be sure to reinforce that it’s normal to feel angry or sad at times, but we should never use our hands or words in anger.



- 6. MUSICAL MIX-UP:** This game is similar to the "How I Feel" activity, except that each group of three-to-five students only gets a single card. Play some music and instruct your students to keep passing the card around to each other until the music stops. When the music stops, the child holding the card must describe what he/she sees on the card. Depending upon your questions, the child might be asked to talk about the emotions on the card, or to provide a suggestion of how he/she would react in a similar situation.
- 7. BULLY CONCENTRATION:** Working in small groups, students are given two packs of 12 cards. Place all 24 cards face-down on a table and take turns flipping them over. Child must announce if the card is a "bully" or a "buddy" card—to reinforce the concept. When child finds a matching pair, he/she goes again. Play continues until all pairs are discovered.
- 8. OLD BULLY:** This game is a variation on Old Maid. It can be done with two-to-six players. Students will need to use two packs of 12 cards. NOTE: Before distributing the cards to your class, remove all bully cards except one—that is the "Old Bully." The first player discards all of his pairs face down and offers his hand to the player to the left. That player then takes one card and lays down any pairs that have been formed. Play continues until one player is left with nothing but the bully card.
- 9. I SPY A BULLY:** One child is designated as the spy who must spot the bully. While that child covers his/her eyes, distribute one deck of cards to students around the class. (12 cards in a deck = 8 positive / 4 negative behaviors.) The spy has to guess who the bullies are. He/she can ask questions to others such as "Are you sharing?" or "Are you using mean words?" to try to single out which students are holding the four bully cards. Students can answer with the words that appear on their card, i.e. "I'm being a good sport." You may have to help younger students with the spying questions. The idea is for kids to verbalize what bullies do, and also to model what friends can do to help each other avoid bullies. For added fun, you may choose to incorporate a prop like a detective's magnifying glass or a special pair of "spy glasses" (sunglasses) that the child has to wear.



Below you'll find some suggestions on how to make the most of your own personalized approach to *The Wise Owl Bully Stopper Kit*.

- ✓ Incorporate discussions about bullying into other areas of study. Discuss any fictional characters who show bullying behaviors—whether physical, social or verbal.
- ✓ Be a good example in the classroom. Show respect when dealing with students and do not tolerate any form of bullying.
- ✓ Encourage students to use what they have learned in the activities. Ask them to report any bullying problems right away.
- ✓ Display pictures or photographs of people from history who overcame extreme forms of bullying. Examples include Jackie Robinson and Abraham Lincoln. Discuss the people and mention examples of their positive decisions. Encourage students to read biographies of strong role models.
- ✓ When you see a student showing kindness or respect, express your admiration. Congratulate students who make progress during the program, especially those who have a tendency to bully.
- ✓ Get students involved by leading them in the creation of a Bully-Free Classroom policy. Help them form a set of strong anti-bullying rules, as well as consequences for breaking them.
- ✓ Advocate zero-tolerance for bullying behaviors. Have regular class meetings and encourage students to discuss problems and suggest solutions.
- ✓ Encourage other faculty members to contribute to the anti-bullying efforts of the class. At staff meetings, discuss what your class has learned and ask for suggestions on how the lessons can be shared with other students.
- ✓ Encourage family members to become active participants. The "Family Letter" page provided in the *Family Notes* section is a good way to introduce them to the program. Always communicate with parents about bullying situations involving their children.
- ✓ For certain activities, place students in cooperative groups to foster teamwork and respect for others. See the "About Cooperative Learning" page for more details.

COOPERATIVE LEARNING



Cooperative learning groups can work successfully in almost any classroom situation, and can be adapted for almost any lesson. Cooperative learning is a particularly effective mode of teaching in multicultural classrooms. Cooperative learning fosters teamwork, enhances social skills and encourages students to appreciate one another's points of view.

- ✓ Carefully divide your class into heterogeneous groups of four to six students. Each group should include one of the higher achievers in the class, and one of the lower achievers. Groups should also reflect a cross-section of gender, ethnicity and learning styles.
- ✓ Make sure students understand the meaning of a cooperative group: they are all teaching each other. No single person is the team "leader."
- ✓ Emphasize a "sink or swim" mentality to your students. If everyone contributes, then everyone succeeds. No group can be successful if one or more of its members remains a "silent partner." By helping each other to succeed, they are insuring the group's success.
- ✓ Some students feel more comfortable with assigned roles within their group. Feel free to assign students to specific roles such as group reporter, group facilitator, group presenter, and so on.
- ✓ Remind your students to seek help from each other first, before turning to you. Students are expected to give each other feedback, suggestions and helpful advice.
- ✓ If you plan to assess your students, let them know in advance what you'll be looking for. Will they receive an individual grade as well as a group grade? Is their social progress as important as their academic progress? How much of their grade will be based on participation and cooperation as a group?
- ✓ Circulate among students. Ask questions, prompt their thinking and help them remain focused as needed.



HEALTH: Knows how to maintain emotional health.

- ✓ Students will identify bullying behaviors and make appropriate choices in response.
- ✓ Students will describe when it is essential to involve an adult in a conflict situation.
- ✓ Students will demonstrate assertive skills such as "I" messages, eye contact and firmly expressing his or her feelings.
- ✓ Students will make good choices in "at risk" situations such as choosing to move away instead of facing off against a bully.

BEHAVIORAL STUDIES: Understands conflict, cooperation and interdependence among individuals, groups and institutions.

- ✓ Students can use appropriate conflict resolution skills to solve conflict.
- ✓ Students can demonstrate cooperative skills such as reflective listening, sharing, and working together to solve a problem or reach a goal.
- ✓ Students respect diversity and differences of others.
- ✓ Students can explain why a bully-free zone is essential to the classroom.

LIFE SKILLS: Thinking and Reasoning: Applies basic troubleshooting and problem-solving techniques.

- ✓ Students can identify common bullying behaviors.
- ✓ Students can practice remaining calm in a bullying situation.
- ✓ Students can choose to be proactive instead of reactive in a bullying situation.
- ✓ Students can work through a decision-making process in response to bullying.

WORKING WITH OTHERS: Displays effective interpersonal communication skills

- ✓ Students can effectively express "I" messages.
- ✓ Students will express themselves in a positive and appropriate manner.
- ✓ Students can describe why bullies are not displaying effective communication skills or social skills.
- ✓ Students make friends in the classroom by showing sensitivity to others' feelings.
- ✓ Students can analyze effective communication skills.

*SOURCE: Kendall, JS and Marzano, R.J. (2004). *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*. Aurora, CO: Mid-Continent Research for Education and Learning. Online database: <http://www.mcrel.org/standards-benchmarks/>*

BOOKS FOR CHILDREN

The Wise Owl Bully Stopper Kit



- Bateman, Teresa. The Bully Blockers' Club. Morton Grove, IL: Albert Whitman & Company, 2004.
- Berenstain, Stan and Jan. The Berenstain Bears and Too Much Teasing. New York: Random House, 1993.
- Browne, Anthony. Willy the Champ. New York: Knopf Books for Young Readers, 1986.
- Burnett, Karen Gedig. Simon's Hook: A Story About Teases and Put-Downs. Felton, CA: GR Publishing, 1999.
- Carson, Jana. Stop Teasing Taylor! San Aselmo, CA: Treasure Bay, 2005.
- Caseley, Judith. Bully. New York: Greenwillow, 2001.
- Chichester Clark, Emma. No More Teasing! London: Andersen Press, 2005.
- Cosby, Bill. The Meanest Thing to Say. New York: Cartwheel, 1997.
- Cristaldi Mckeon, Kathryn. Baseball Ballerina Strikes Out! New York: Random House Books for Young Readers, 2000.
- Curtis, Jamie Lee. I'm Gonna Like Me. New York: Joanna Cotler Books, 2002.
- dePaola, Tomie. Oliver Button is a Sissy. New York: Voyager Books, 1979.
- Dolenz, Micky. Gakky Two-Feet. New York: G.P. Putnam's Sons, 2006.
- Estes, Eleanor. The Hundred Dresses. New York: Harcourt, 1944.
- Hayes, Geoffrey. Patrick and the Big Bully. New York: Hyperion, 2001.
- Hofmann, Ginny. The Big Bad Bully Bear. New York: Reverie Publishing Company, 2003.
- Leaf, Munro. The Story of Ferdinand. New York: The Viking Press, 1936.
- Levy, Janice. Alley Oops. Chicago: Flashlight Press, 2005.



Ludwig, Trudy. Just Kidding. Berkeley, CA: Tricycle Press, 2006.

McCain, Becky Ray. Nobody Knew What to Do: A Story about Bullying. Morton Grove, IL: Albert Whitman & Company, 2001.

Moss, Peggy. Say Something. Gardiner, ME: Tilbury House Publishers, 2004.

Naylor, Phyllis Reynolds. King of the Playground. New York: Aladdin Paperbacks, 1991.

Pearson, Tracy Campbell. Myrtle. New York: Farrar, Straus and Giroux, 2004.

Robbins, Jacqui. The New Girl... And Me. New York: Atheneum Books for Young Readers, 2006.

Sachar, Louis. Marvin Redpost: Why Pick on Me? New York: Random House, 1993.

Shapiro, Lawrence E. Betty Stops the Bully. Wilkes-Barres, PA: CTC Publishing, 2004.

Sources: Allen County Public Library

http://www.acpl.lib.in.us/children/phabuse_personal.html

Vancouver Public Library

<http://www.vpl.ca/branches/LibrarySquare/chi/bravingbullies.html>

TEACHER WEBSITES

The Wise Owl Bully Stopper Kit



Building a Bully-Free Zone

www.pbskids.org/itsmylife/parents/lesson_plans/bullies_classroom_community.html

Bullying.org

www.bullying.org

Bullying Behaviors

www.safechild.org/bullies.htm

Bullying in Schools

www.kidsource.com/kidsource/content3/bullies.K12.2.html

Children Who Bully

www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_1.pdf

Educator's Guide

www.kellybear.com/TeacherArticles/TeacherTip9.html

No Name-Calling Week

www.NoNameCallingWeek.org

Take A Stand. Lend A Hand

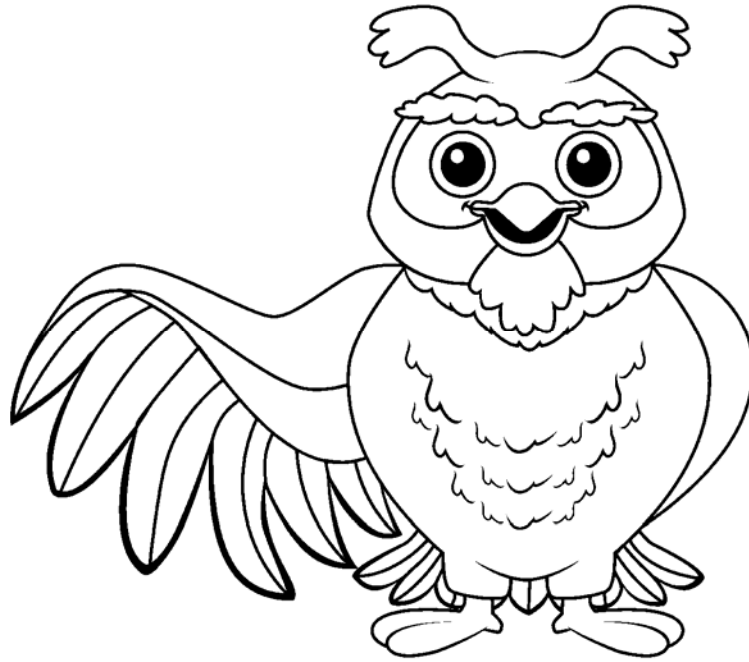
www.stopbullyingnow.org

Warning Signs That a Child is Being Bullied

www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_7.pdf

What Do We Know About Bullying?

www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=what_we_know



THE WISE OWL BULLY STOPPER KIT

Educator

Fact

Sheets



Years of research have concluded that dealing with a school bully is a legitimate concern for youth—not just “part of growing up.” A pattern of bullying can leave a legacy of emotional and social problems for the bully, as well as the victim. Teachers, administrators and family members must take firm action against bullying. Take a look at these facts about bullying in our schools today:

83 percent of girls and 79 percent of boys reported experiencing harassment at school. More than 25 percent of them said they experience it often.

—American Association of University Women 2001

Almost 30 percent of youth in the United States (or over 5.7 million) are estimated to be involved in bullying as either a bully, a target of bullying, or both.

—Bullying Behaviors Among US Youth, Journal of the American Medical Association, 2001

76 percent of students said they had experienced non-physical harassment and 58 percent said they had experienced physical harassment.

—American Association of University Women 2001

Research shows that those who bully and are bullied appear to be at greatest risk of experiencing loneliness, trouble making friends, lack of success in school, and involvement in problem behaviors such as smoking and drinking.

—Addressing the Problem of Juvenile Bullying, Office of Juvenile Justice and Delinquency Prevention, 2001

Adults who were bullied as children report higher levels of depression and lower self-esteem than adults who did not experience childhood bullying episodes.

—National Youth Violence Prevention Resource Center

Though recent studies show that as many as 75 percent of children have been victims of bullying during their school careers, about half of parents see bullying as no problem for their children.

—Are We Safe? The National Crime Prevention Survey, National Crime Prevention Council, 2001

WHAT SCHOOLS CAN DO



Research has found that bullying is most likely to occur in schools where there is a lack of adult supervision during breaks, where teachers and students are indifferent to or accepting of bullying behavior, and where rules against bullying are not consistently enforced. When there is a school-wide effort to end bullying, it can be reduced by up to 50 percent.

One method that has been shown to be effective focuses on changing school and classroom climates by raising awareness about bullying, increasing teacher and parent involvement, forming clear rules against bullying, and providing support and protection for all students. This approach involves teachers, principals, students and everyone associated with the school, including janitors, cafeteria workers and crossing guards. Students also get involved, pledging not to bully others, reporting bullying incidents and helping students who are bullied.

Here are some important steps your school community can take:

- ✓ Distribute a bullying questionnaire to students and teachers to foster awareness, justify intervention efforts and establish a benchmark for later comparison.
- ✓ Conduct a parental awareness campaign through newsletters and parent-teacher conferences. Make sure to publicize and discuss the results of the questionnaire.
- ✓ Establish guidelines for intervening individually with bullies and victims.
- ✓ Increase adult supervision at recess and lunch. These are prime opportunities for bullying incidents.
- ✓ Develop strong anti-bullying rules and consequences for breaking them.
- ✓ Express disapproval of bullying whenever it occurs, in the classroom and beyond.
- ✓ Listen sympathetically to students who need support when they are victimized. Immediately take action according to guidelines approved by your school.
- ✓ Talk to students about bullying and encourage them to join anti-bullying efforts.
- ✓ Set a good example by treating everyone with respect and dignity. Do not tolerate bullying behavior in your classroom, whether by a student or an adult.



Research shows that bullying can be significantly reduced if school administrators and faculty follow these three steps:

1. develop a zero-tolerance policy that the school community supports
2. educate teachers, staff, administrators and students about the policy
3. apply the policy consistently, without exception

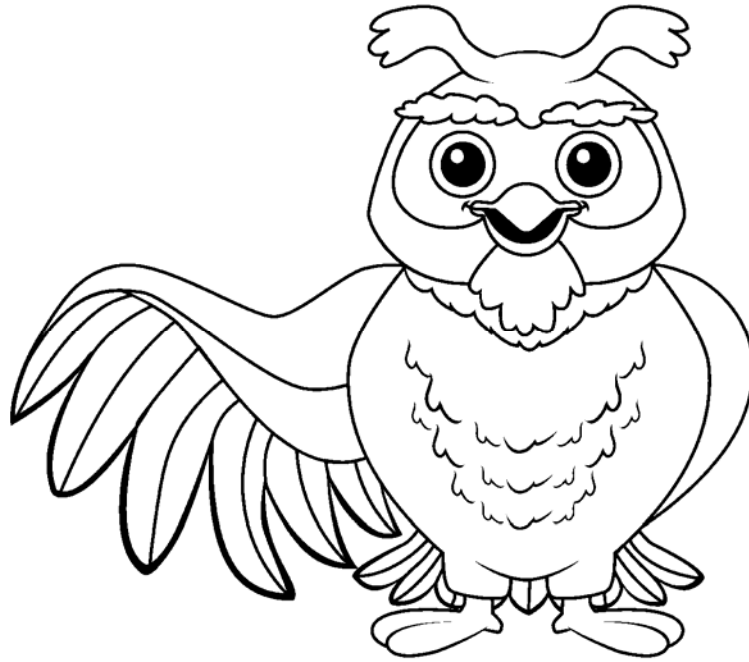
Here is a checklist of things to discuss in developing a policy:

- ✓ What are some ways you can prevent bullying?
- ✓ How does your school define bullying?
- ✓ How can you raise awareness of this issue at home and in the community?
- ✓ How can you increase supervision in your school's problem areas (cafeteria, school yard, bus areas)?
- ✓ What opportunities will students have to discuss bullying and learn about prevention?
- ✓ How should bullying incidents be reported?
- ✓ What will your school's procedure be for investigating bullying incidents?
- ✓ What are the guidelines for communicating with bullies, victims and witnesses?
- ✓ How will teachers, staff, pupils and parents be expected to respond to an incident?
- ✓ How will you communicate these expectations?
- ✓ What disciplinary measures will be taken after a bullying incident has occurred?
- ✓ What consequences will await those with a pattern of bullying?

WHEN BULLYING HAPPENS



- ✓ Have a private talk with the victim as soon as possible. Include parents or a family member if possible. Let them know you have a plan for dealing with the problem.
- ✓ Ask the victim to communicate with you openly about any future problems.
- ✓ Involve parents. Keep them informed of anti-bullying efforts, as well as any conflicts.
- ✓ Establish classroom rules against bullying. Involve students in creating rules and watching for trouble situations.
- ✓ Have a serious talk with the bully immediately.
- ✓ Document the incident in writing, noting all participants.
- ✓ Send a strong message to your class that bullying will not be tolerated.
- ✓ Be familiar with school codes of conduct, so you can provide evidence as to why the bully's behavior was unacceptable.
- ✓ Let the bully know you will be watching for further problems and that consequences will increase with each incident.
- ✓ Listen respectfully to bullying concerns raised by students, parents and school staff.
- ✓ Establish firm consequences for bullying. Make the consequences relate to the behavior, rather than creating unrelated busywork such as extra writing.
- ✓ Likewise, give praise for positive behavior and good conflict resolution skills.
- ✓ Use cooperative learning to include less popular, shyer students in positive and accepting groups.



THE WISE OWL BULLY STOPPER KIT

**Parent
Fact
Sheets**



Dear Family Members,

During the next few weeks, our class will be working on a curriculum called **The Wise Owl Bully Stopper Kit**. The purpose is to teach students about various forms of bullying and show them how to react to bullies in positive, healthy ways.

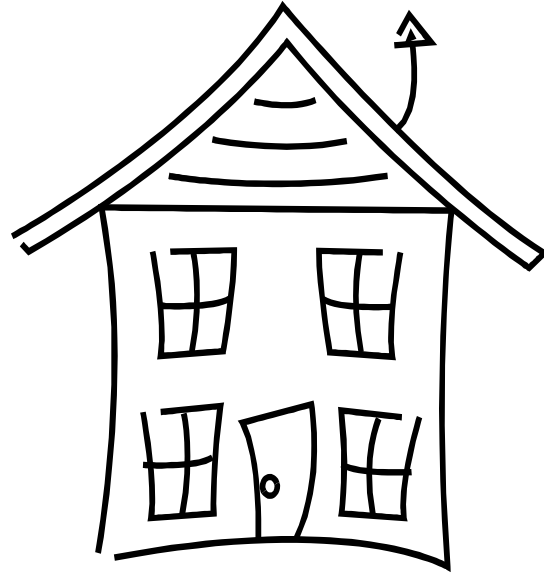
Informational posters, live-action videos, card games and a variety of activities will help our class learn more about bullying and apply what they have learned to everyday situations.

Some of the activities will require work outside the classroom. Students will be asked to complete assignments dealing with their own lives and experiences with bullying. You are encouraged to help with these assignments. Your participation and guidance with this program will add greatly to its success.

The Wise Owl Bully Stopper Kit includes parent fact sheets on how to determine if your child is being bullied, how to help your child deal with bullies, and what to do if your child is bullying others. I would be happy to share this information with you. Please let me know if you would like to receive these parent fact sheets.

If you have any questions about **The Wise Owl Bully Stopper Kit**, please feel free to contact me. Thank you.

signature of teacher



SPOTTING THE PROBLEM



The best thing parents and family members can do about bullying is to pay attention to the child's concerns and fears. Children who are bullied often say nothing because of embarrassment, fear of retaliation or feelings of hopelessness. But bullying can leave classic symptoms that can be recognized through observation and communication.

Here are some common signs that your child may be being bullied:

- ✓ Subtle changes in behavior (withdrawal, anxiety, absentmindedness, loss of interest in school and favorite activities)
- ✓ Bruises and scratches, torn or dirtied clothing
- ✓ Missing or damaged property
- ✓ Loss of appetite
- ✓ Excessive trips to the school nurse
- ✓ Inability to sleep, bad dreams, crying during sleep
- ✓ Repeatedly losing clothing, money or other valuables
- ✓ Fear or reluctance to go to school in the morning
- ✓ Repeated headaches or stomachaches—particularly in the morning
- ✓ Taking the long way to and from school
- ✓ Talking about feelings of loneliness or having no friends
- ✓ Sensitivity, overreaction or withdrawal when asked how school was
- ✓ Strong appetite after school, perhaps because lunch was taken or because student was too stressed to eat at school
- ✓ Reluctance to take the school bus



If you learn that your child is being bullied, follow the positive steps below:

- ✓ Talk to your child. Get as much information as you can about what happened.
- ✓ Let your child know that you understand that verbal bullying can be just as harmful as physical bullying.
- ✓ Don't blame anyone, including the bully or your child.
- ✓ Be a part of the solution, but also let your child contribute. Give your child healthy ways to deal with a bully, such as telling the bully to stop.
- ✓ Contact school officials to let them know what is happening.
- ✓ Role play different situations with your child. Help her learn to use assertive body language and respectful words to solve problems.
- ✓ Remind your child that the bully's problems are causing the situation, not your child.
- ✓ Avoid giving advice such as "Don't worry about it," "Don't let it get to you," or "Give her a taste of her own medicine."
- ✓ Talk about your own experiences with bullying, both as a child and as an adult. This de-stigmatizes the subject and assures your child that you understand where he's coming from.
- ✓ Talking about bullies isn't a one-time discussion. Once you break the ice, come back to the subject whenever you feel you need to "check in" with your child. Be prepared to review the points you've already made in earlier talks.

IF YOUR CHILD IS A BULLY



If your child is a bully:

- ✓ Your first response will probably be defensive. Take a deep breath and try to listen to the information instead of defending your child.
- ✓ Ask the person reporting the situation to explain specifically what happened.
- ✓ Ask the person reporting the situation not to label your child.
- ✓ Try to listen carefully to what happened. Get as many facts as you can.
- ✓ Talk to your child about what happened. Do not blame.
- ✓ Make it clear that bullying is not accepted in your family. Give your child consequences for his actions.
- ✓ Look for positive changes in behavior and reward them.
- ✓ Don't hesitate to get professional advice. This can include your school's principal, guidance counselor, a family doctor or mental health therapist.



If you would like to explore the topic of bullying further, please visit the following websites:

Bullying Warning Signs for Parents

www.safeyouth.org/scripts/faq/bullywarning.asp

Parent Response to Bullying

www.safeyouth.org/scripts/faq/respbullying.asp

Bullies and Victims: Information for Parents

www.teachersandfamilies.com/open/parent/bully1.cfm

Bullying Behaviors

www.safechild.org/bullies.htm

My Child Has a Problem with Bullies

www.childparenting.about.com/cs/behaviorproblems/a/bullies.htm

My Child Is a Bully

www.4troubledteens.com/childbully.html

PTA Website on Bullying

www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=preventiontips

Warning Signs That a Child is Being Bullied

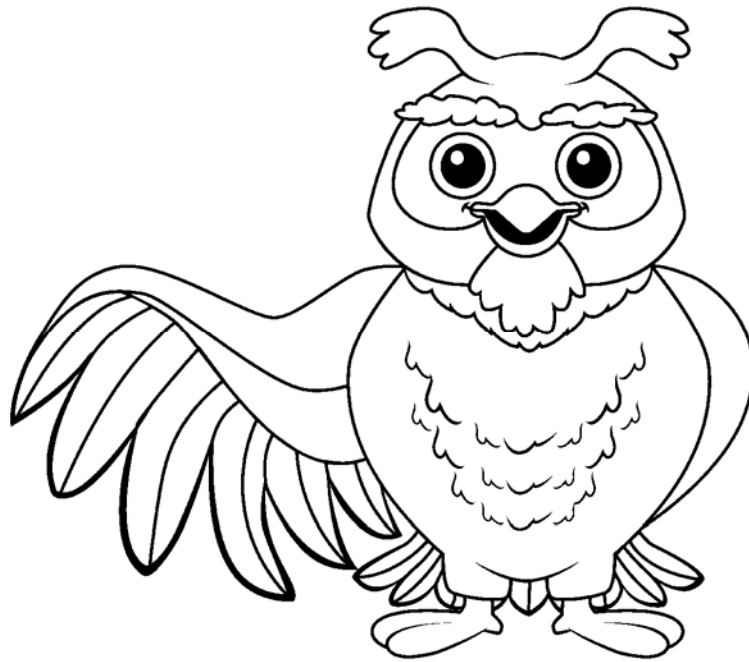
www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_7.pdf

What Do We Know About Bullying?

www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=what_we_know



This page left blank intentionally.



I SEE A BULLY


Activity Sheets


Name: _____













Activity 1 Pre/Post Test

I See a Bully

Read each sentence below (or listen closely while your teacher reads it to you).

Circle the  picture if you think the statement is TRUE.

Circle the  picture if you think the statement is FALSE.

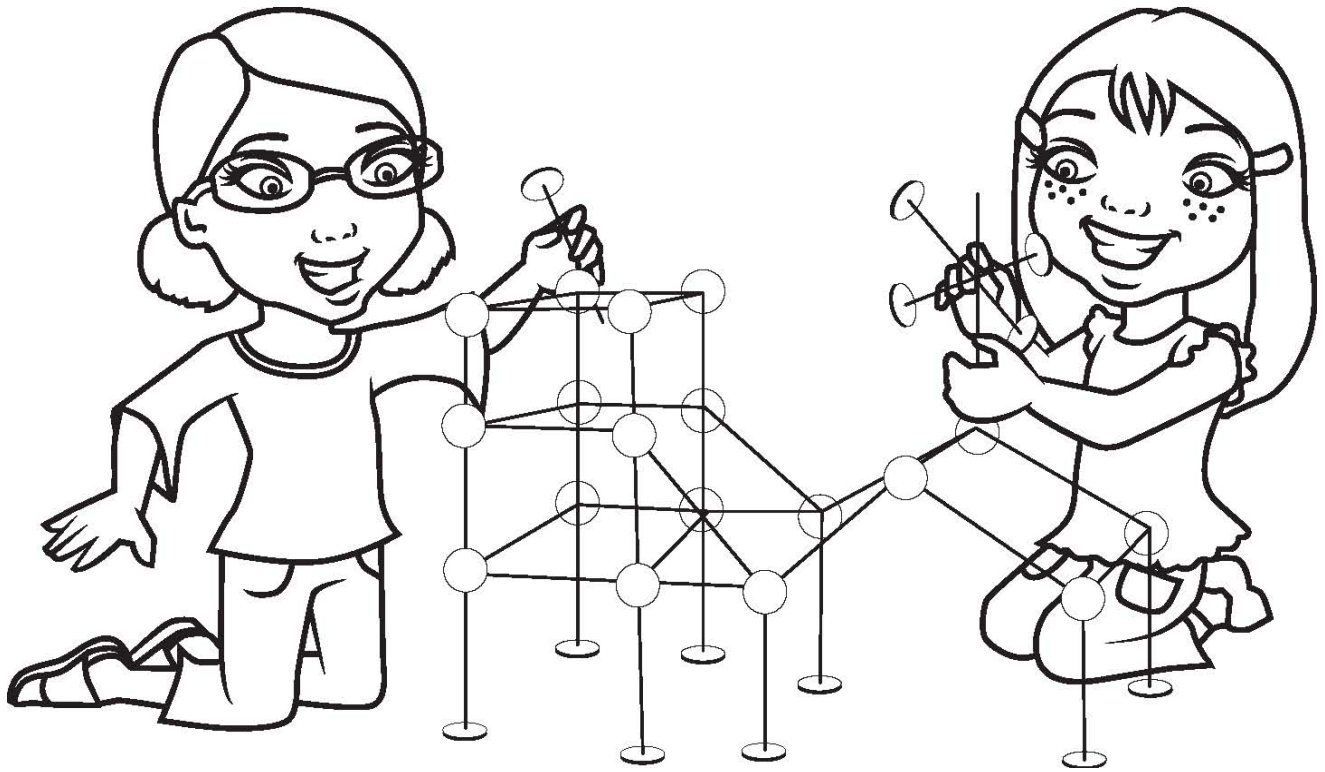
	TRUE	FALSE
1. Bullies do mean things.		
2. Bullies are not a big deal.		
3. Only boys can be bullies.		
4. Some bullies use mean words.		
5. Bullies try to make other kids feel good about themselves.		
6. Some bullies are bossy and try to make others do what they say.		

Name: _____

Activity 2
Color a Friend

I See a Bully

Wise Owl says that a bully is a person who hits, says mean things or bosses others around. Nobody wants to be friends with a bully. Who do you like to be friends with? Color this picture of two friends playing together. When you are finished, draw a picture of yourself playing with a friend on the bottom of this page.



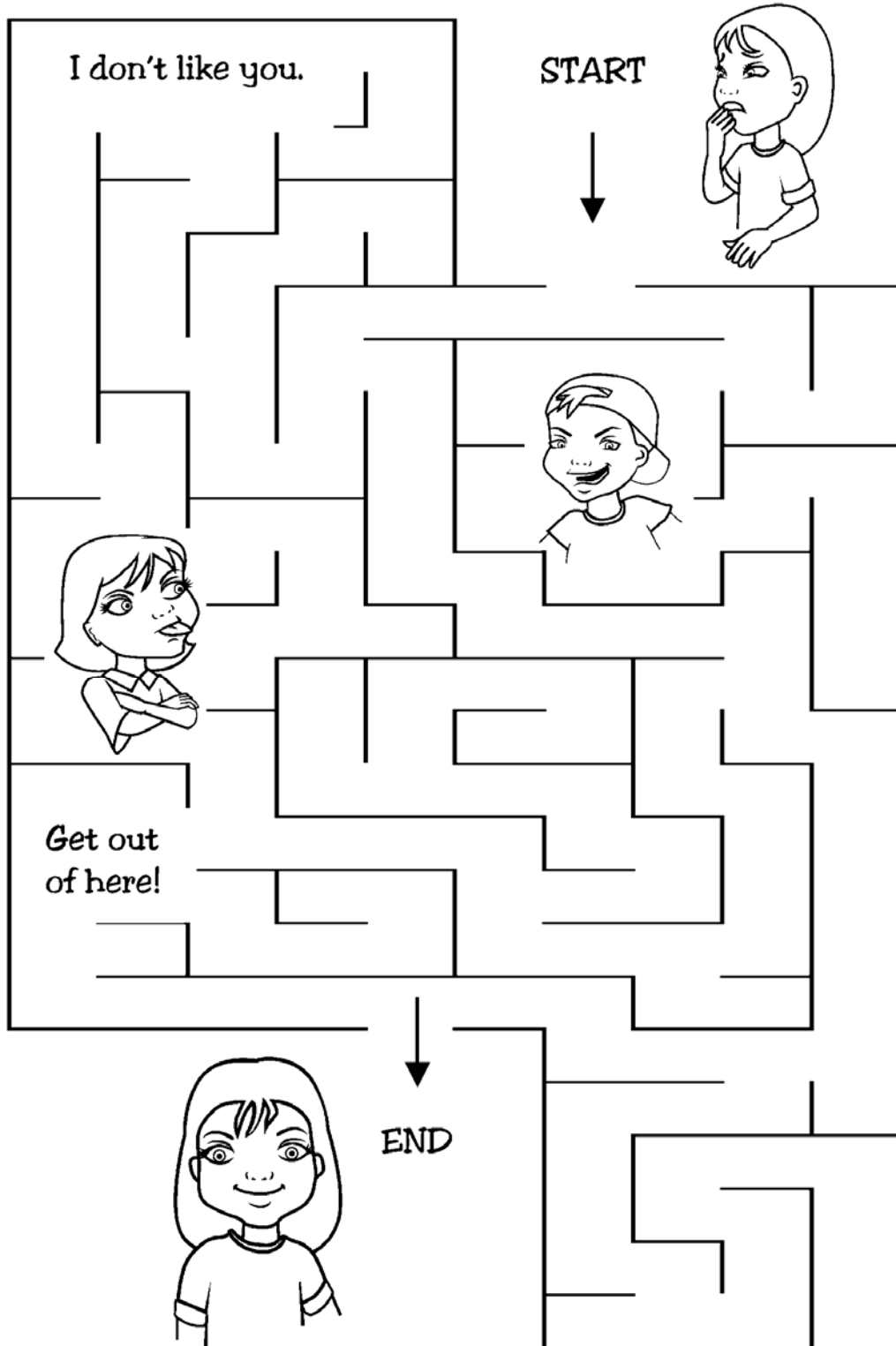
PLAYING WITH MY FRIEND

Name: _____

I See a Bully

Activity 3 The Mean Maze

Help Tara escape the Mean Maze. Stay away from the bullies and their mean words!



Name: _____

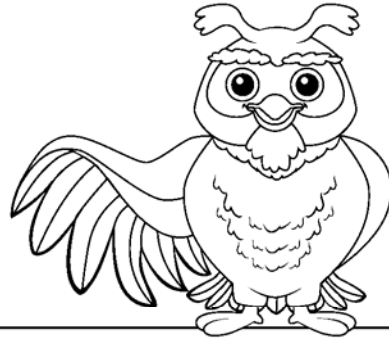
Activity 4 Your Story

I See a Bully

Write or draw a story about the worst bully you ever met. It might be a real person, or an invented person. What did the bully do? What did you do? How would you act if you met the bully again?

Remember what Wise Owl told you about bullies:

1. bullies hurt others
2. bullies hit or push
3. bullies say mean things
4. bullies are bossy



A large rectangular box with a double-line border. At each of the four corners, there is a small five-pointed star. The interior of the box is blank, intended for a student to write or draw a story.

Name: _____

Activity 5 Bully Decoder

I See a Bully

Use the secret language code below to figure out what these kids are doing. Write the de-coded words on the blank lines. Only one child is behaving nicely—the others are being bullies!

Place a smile face (😊) next to the description of the child who is being good.

SECRET LANGUAGE CODE

A = ✂

B = ☆

E = ✎

H = ✱

O = ☀

S = 🔔

N = ❖

P = 🎯

R = 📄

T = ❄

U = 🖐

1. Emily never takes ❄ 🖐 📄 ❖ 🔔 with others.

2. Max gave Jody a 🎯 🖐 🔔 ✱ .

3. Rebecca and Suki like to ❄ ✎ ✂ 🔔 ✎ others.

4. Jesse tells Frank, "I am the ☆ ☀ 🔔 🔔 in this class."

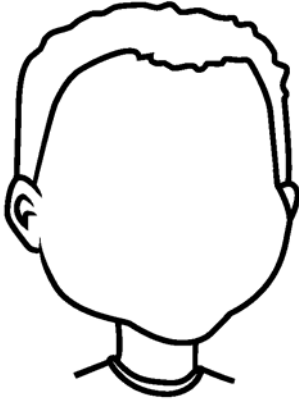
5. Maggie always 🔔 ✱ ✂ 📄 ✎ 🔔 with Nick.

Name: _____

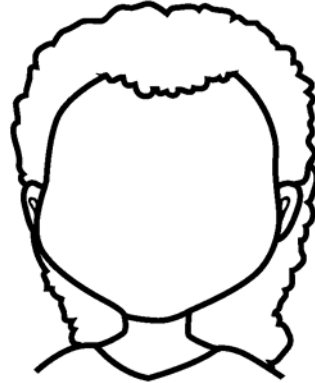
Activity 6
Draw a Face

I See a Bully

Many times you can tell how people are feeling by what their faces show. What does it feel like to be bullied? Read the words under each face. Then draw a picture of the face that you think matches the words.



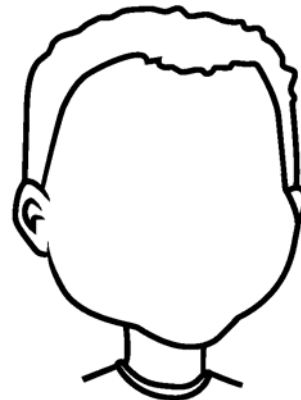
Stop it, you dummy!



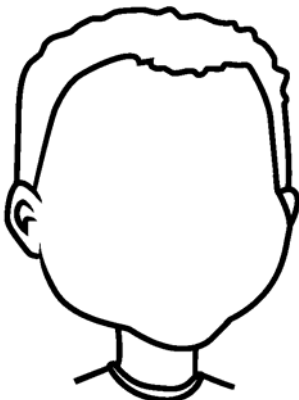
Why are you being mean to me?



I don't care what you think.



I'm sorry I hurt your feelings.



Shut up, big mouth!



I'm glad you are my friend.

Name: _____

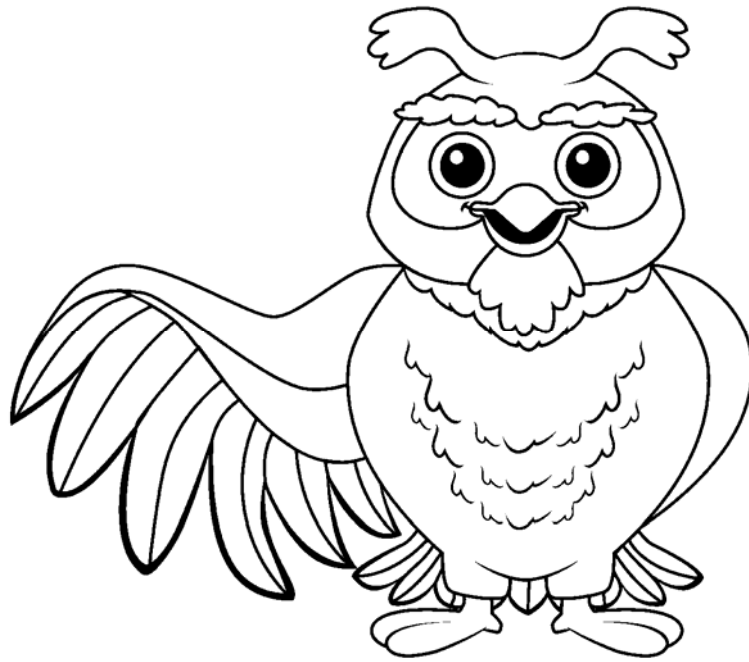
I See a Bully

Activity 7 Color a No-Bully Sign

Look at what this boy did to the girl's flowers! Ruining someone else's things is a type of bullying. Use your crayons to color this sign and hang it up so that all your friends will know: NO BULLIES ALLOWED HERE!



No bullies allowed!



**YOU CAN
STOP A BULLY**


Activity Sheets


Name: _____













You Can Stop a Bully

Activity 1 Pre/Post Test

Read each sentence below (or listen closely while your teacher reads it to you).

Circle the  picture if you think the statement is TRUE.

Circle the  picture if you think the statement is FALSE.

	TRUE	FALSE
1. You are not a bully if you make fun of someone.		
2. Ignoring a bully is the same thing as not paying attention to a bully.		
3. A bully can't pick on you if you don't stay around for him or her to do it.		
4. Bullies don't like to see other kids get upset.		
5. A group of kids can stand up to a bully together and tell the bully to stop.		
6. If a bully won't stop bothering you, ask a grown-up for help.		

Name: _____

You Can Stop a Bully

Activity 2 Color a Team

Wise Owl says that teaming up with your friends is a good way to stop a bully. It's also okay to ask a grown-up for help. Use your crayons to color this picture. Draw an X over the picture of the boy who is not being a good sport.



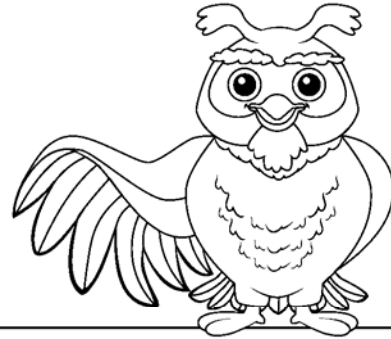
Name: _____

You Can Stop a Bully

Activity 3 *What Can You Do?*

Write or draw a story about what you would do if you met a bully. Remember Wise Owl's ideas for how to stop a bully:

1. ignore the bully and walk away
2. team up on the bully with your friends
3. tell a grown-up about the problem

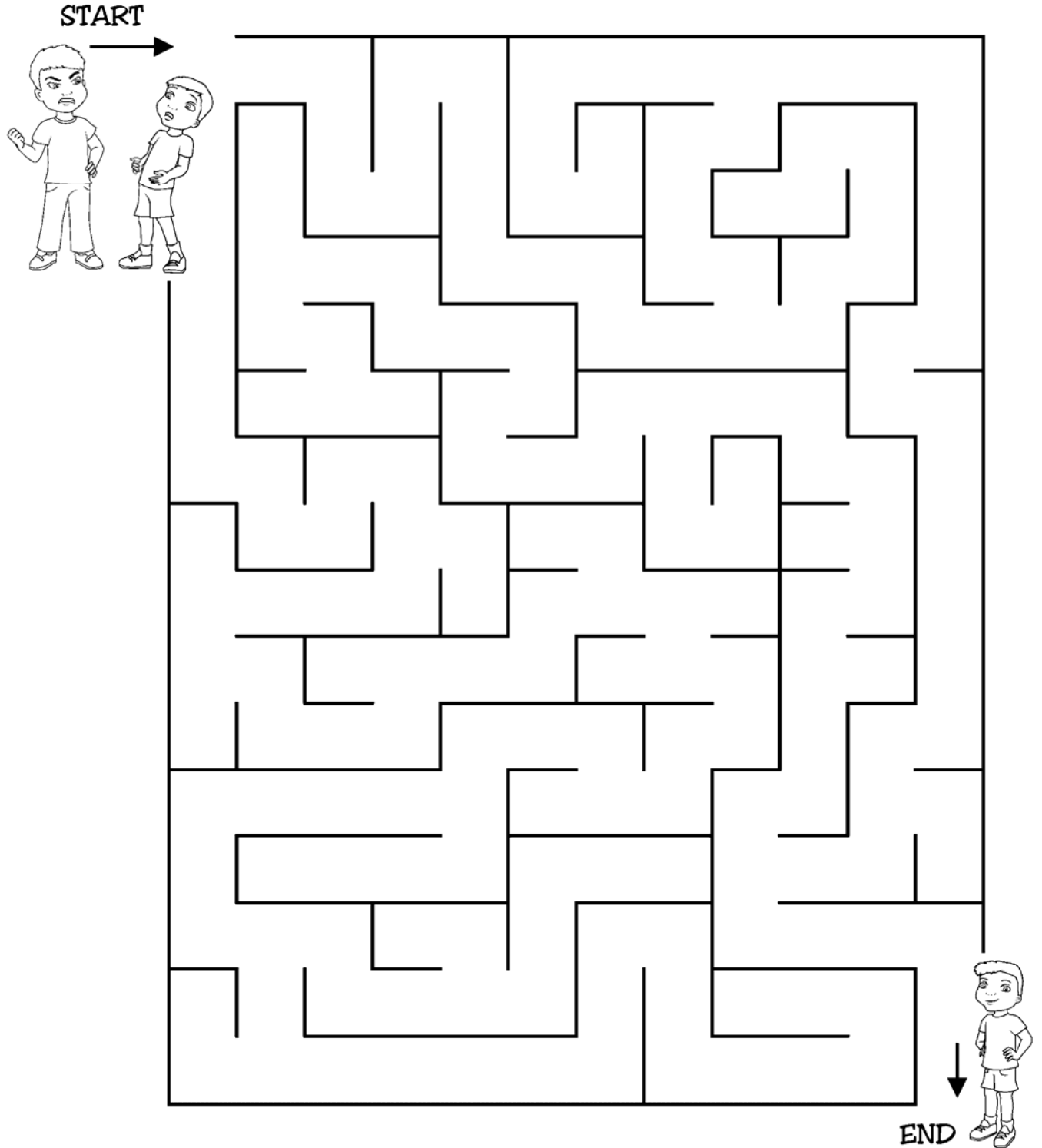
A large rectangular box with a double-line border and four stars at the corners, intended for writing a story. The stars are located at the top-left, top-right, bottom-left, and bottom-right corners of the box.

Name: _____

You Can Stop a Bully

Activity 4 Walk Away Maze

Josh is about to hit Ethan! What should Ethan do? Help him walk away from the bully.



Name: _____

You Can Stop a Bully

Activity 5 *Go, Team, Go!*

When we help others, we are part of a team! There are many ways that you can be a team player—at school, at home, with your friends and your family.

For the letter **T**...

describe or draw something you can do to help your teacher at school.

For the letter **E**...

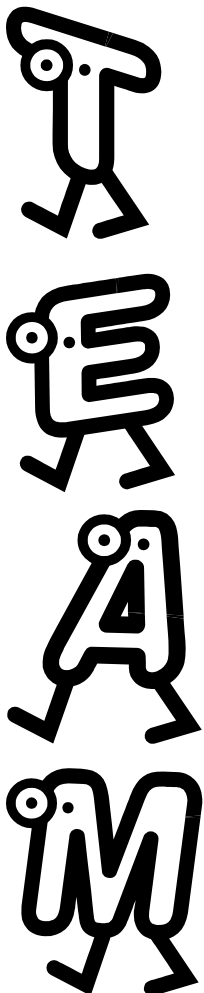
describe or draw something you can do to help your friend learn a new skill.

For the letter **A**...

describe or draw something you can do to help your family with a chore.

For the letter **M**...

describe or draw something you can do to help someone who is being bullied.



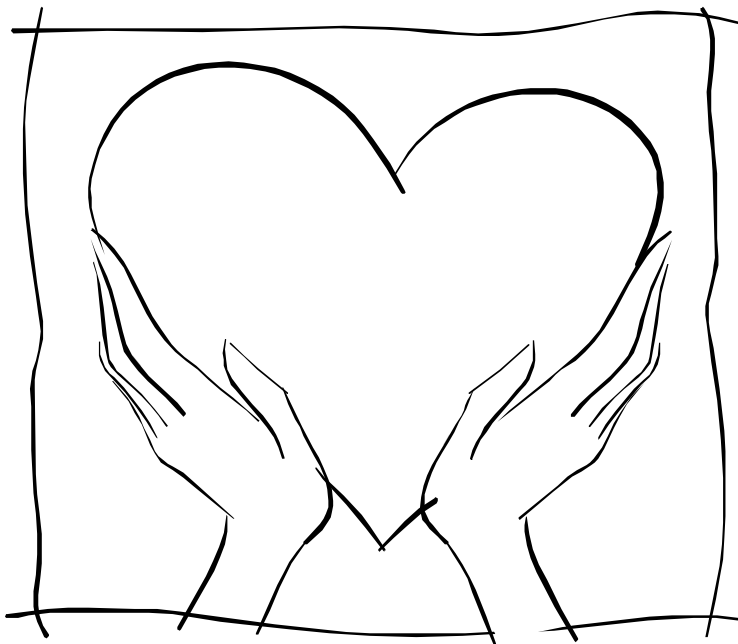
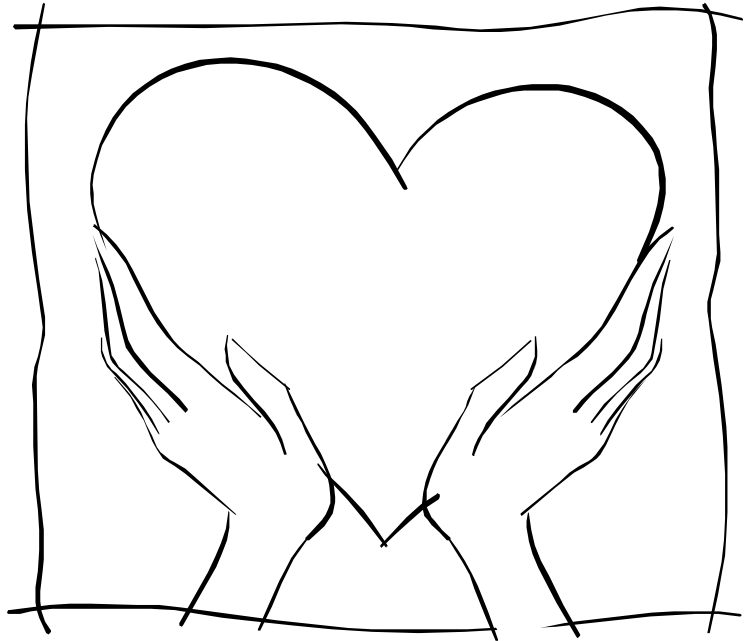
Name: _____

You Can Stop a Bully

Activity 6 Helping Hands

Sometimes a bully just won't stop, no matter what you try! Nobody has to deal with a bully alone. It's okay to ask for help. You can tell a grown-up about your problem.

In each of the heart shapes below, draw a picture of a grown-up in your life who you could ask for help. It could be a parent, a teacher, a neighbor, or other trusted adult. On the line, write down the name of the person who can be your "helping hand."



Name: _____

You Can Stop a Bully

Activity 7a Bully Stoplight

TEACHER'S INSTRUCTION

1. Pass out a copy of the *Bully Stoplight* sheet (activity 7c) to each student. Remind students of what the different colors on the traffic light symbolize:

RED means STOP.

YELLOW means WAIT.

GREEN means GO.



2. Instruct students to color red, yellow and green circles on their stoplights.
3. Explain that you will read aloud some stories about children. Some children in the stories are being nice, some are being bullies or doing things that are wrong. Some children need to ask a grown-up for help.
4. Instruct students:

If you think the children are doing the right thing, point to the GREEN circle that means **GO!**

If you think the children are doing the wrong thing, point to the RED circle that means **STOP!**

If you think the children should talk to a grownup for help, point to the YELLOW circle that means **WAIT!**

5. Read the stories on the following page. Allow enough time for students to discuss how they came to their decisions about who was being a bully.
6. As follow-up to each story, ask students:

What would you do if you were in that story?

Do you think the children could have acted differently? How?

Name: _____

You Can Stop a Bully

Activity 7b Bully Stoplight

STORY 1:

Max and Julia were on the beach, building a sand castle together. (GREEN) Suddenly Phillip came along and poured a bucket of sea water all over the castle. (RED) Max jumped up and waved his shovel at Phillip. He shouted, "I'm going to hit you!" (RED) Julia took the shovel away from Max and told him, "Forget about it. We can build an even better castle now." (GREEN)

STORY 2:

Jean and Tim were playing Candy Land together. (GREEN) Courtney came along and demanded to play, insisting that she should go first. (RED) She grabbed her favorite color gingerbread piece away from Tim, who was already using it. (RED) Jean and Tim told her to stop (GREEN) but she didn't. (RED) Jean and Tim shrugged their shoulders and walked away. (GREEN)

STORY 3:

Carl and Joanne were playing on the monkey bars. (GREEN) Eric came along and pushed Joanne off. (RED) Joanne was hurt and her knee began to bleed. (YELLOW) Carl went to get the teacher. (GREEN)

STORY 4:

Jenna was working hard, drawing a picture for her mom. (GREEN) Joe came along and told her that he hated her picture. (RED) Jenna's friend, Zoey, told Jenna she thought her picture was really nice. (GREEN) Joe called Zoey dumb. (RED)

STORY 5:

Stan and Emily were jumping rope at recess (GREEN) when Stan tripped on his shoelace and fell down. Stan was hurt. He began to cry. Amy came along and began to laugh at Stan. (RED) Amy called Stan a baby because he was crying. (RED) Emily told Amy to stop teasing Stan because everyone cries when they get hurt, not just babies. (GREEN)

Name: _____

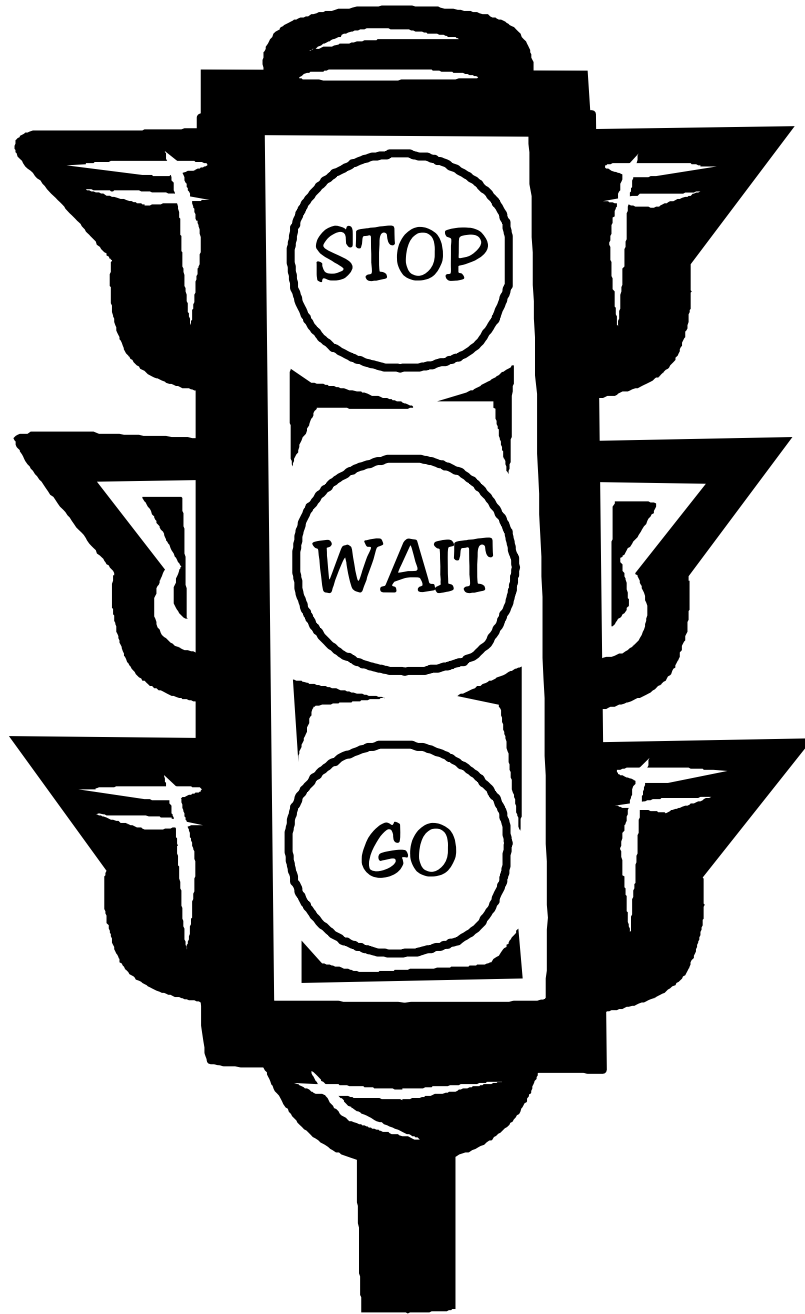
You Can Stop a Bully

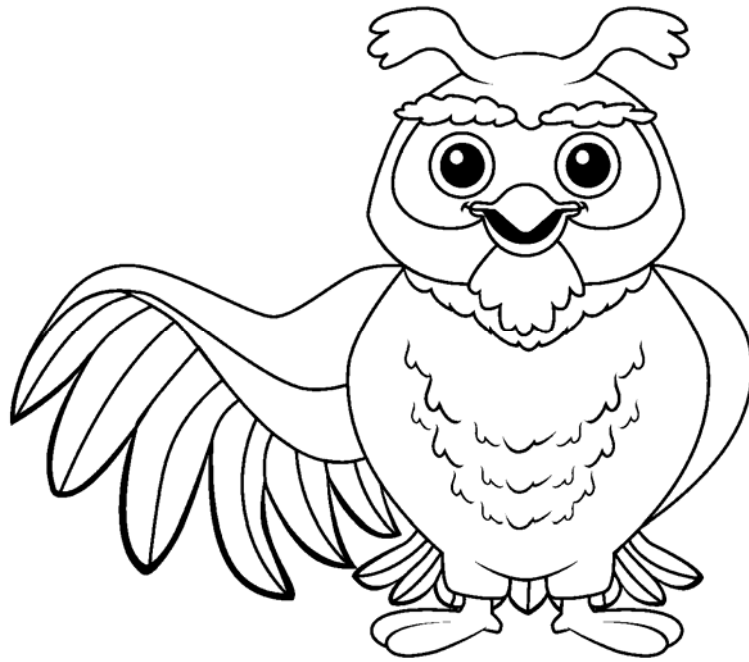
Activity 7c *Bully Stoplight*

If you think the children are doing the right thing, point to **GREEN / GO!**

If you think the children should talk to a grownup for help, point to **YELLOW / WAIT!**

If you think the children are doing the wrong thing, point to **RED / STOP!**





**DON'T BE A
BULLY BYSTANDER**


Activity Sheets


Name: _____













Don't Be a Bully Bystander

Activity 1 Pre/Post Test

Read each sentence below (or listen closely while your teacher reads it to you).

Circle the  picture if you think the statement is TRUE.

Circle the  picture if you think the statement is FALSE.

	TRUE	FALSE
1. It is okay to stand by and watch another person get bullied.		
2. You don't have to be afraid of a bully who is bothering someone else.		
3. It is okay to help your friend walk away from the bully.		
4. There is nothing you can do to stop a bully.		
5. Telling a bully to stop picking on your friend is a good idea.		
6. If you see someone being bullied, tell a grown up.		

Name: _____

Don't Be a Bully Bystander

Activity 2 Color a Helper

Use your crayons to color this picture of the girl who is helping her friend deal with a bully. How do you think the boy feels about his friend? How do you think the bully feels? What could the girl and her friend do next if the bully doesn't leave them alone?



Name: _____

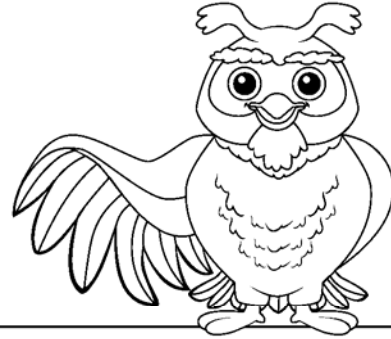
Don't Be a Bully Bystander

Activity 3 Be a Buddy

Have you ever helped a friend get away from a bully? What did you do? Write or draw a story about how you can be a buddy to someone who is having a problem with a bully.

Remember what Wise Owl told you about how to help a friend stop a bully:

1. help your friend walk away
2. stand up to the bully together
3. ask a grown-up for help



A large rectangular box with a double-line border, intended for writing or drawing a story. The corners of the box are decorated with four stars, one in each corner.

Name: _____

Don't Be a Bully Bystander

Activity 4 Don't Be Bossy

Kylie is always trying to boss her friends around. She acts like she is the only one who knows the right games to play. Emily would like to be Kylie's friend, but she doesn't want to be bossed around all the time.

What can Emily say to Kylie to make her stop being bossy? Write down her words in the box below.



Emily says...

How can Kylie tell Emily she's sorry about being so bossy? Write down her words in the box below.



Kylie says...

--	--

On the back of this page, draw a picture of Emily and Kylie spending time together after they have talked about the problem.

Name: _____

Don't Be a Bully Bystander

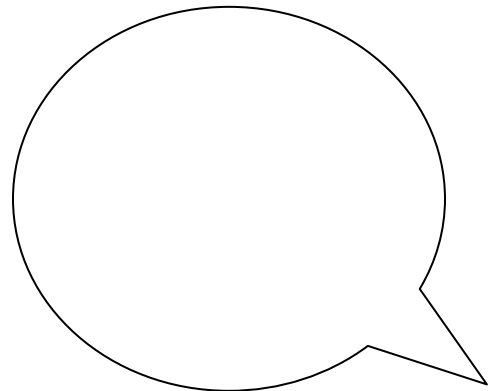
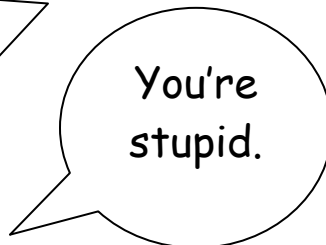
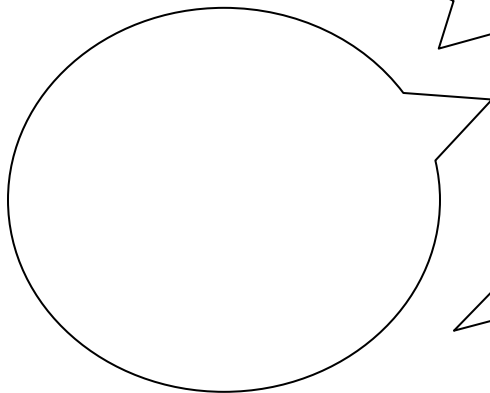
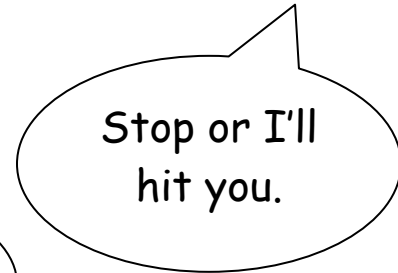
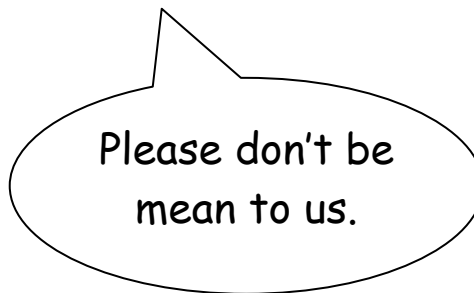
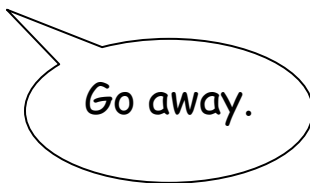
Activity 5 *Think First*

Lenny and Tia are twins. Lately Mario has been chasing Lenny after school. Tia wants to help Lenny get away from the bully. They came up with some ideas for what to say to Mario. Read the words in the bubbles below.

Circle the GOOD ways that Tia can tell Mario to stop bothering Lenny.

Draw an X over the words that would not help Lenny and Tia.

Write your own ideas in the blank bubbles.



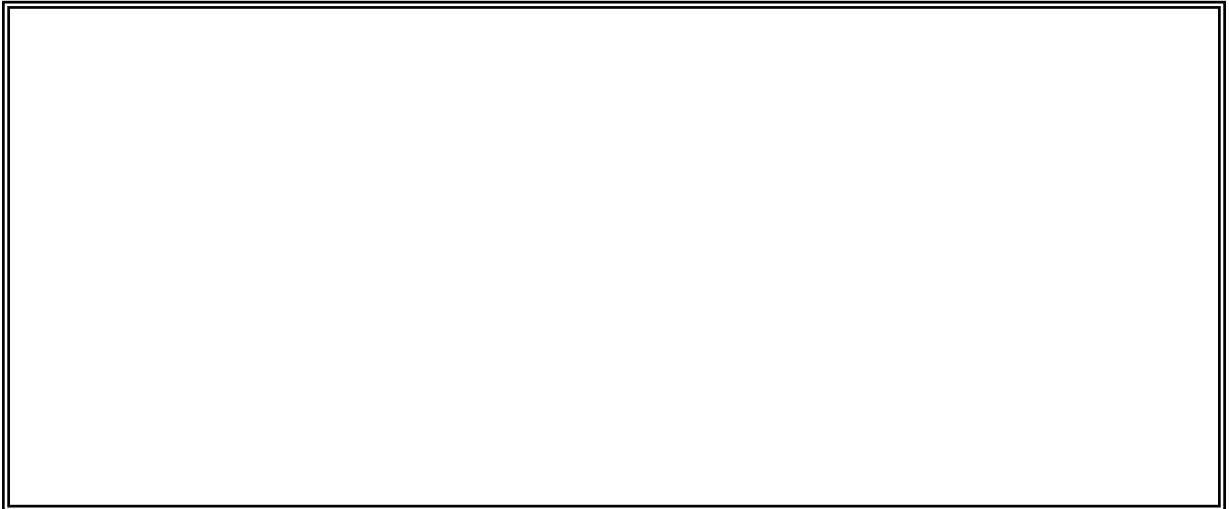
Name: _____

Don't Be a Bully Bystander

Activity 6 *Friend Wanted!*

Part One

"Wanted" signs can be used to help people find things they want. When a company needs to hire a new worker, they put a "Wanted" ad in the newspaper. Here is your chance to describe what you want in a friend. Draw a picture or make a list of words describing what you want in a friend.



Part Two

How would this friend help you if you were being bullied? Think of what you learned from Wise Owl. Then draw a picture or write words that will tell the story of what a friend should do if someone is bullying you.



Name: _____

Don't Be a Bully Bystander

Activity 7 It Adds Up

In the program you watched, Anthony's camp counselor told him, "There is strength in numbers." Anthony and the other boys in the camp spoke to Sam together and they told him to stop being a bully.

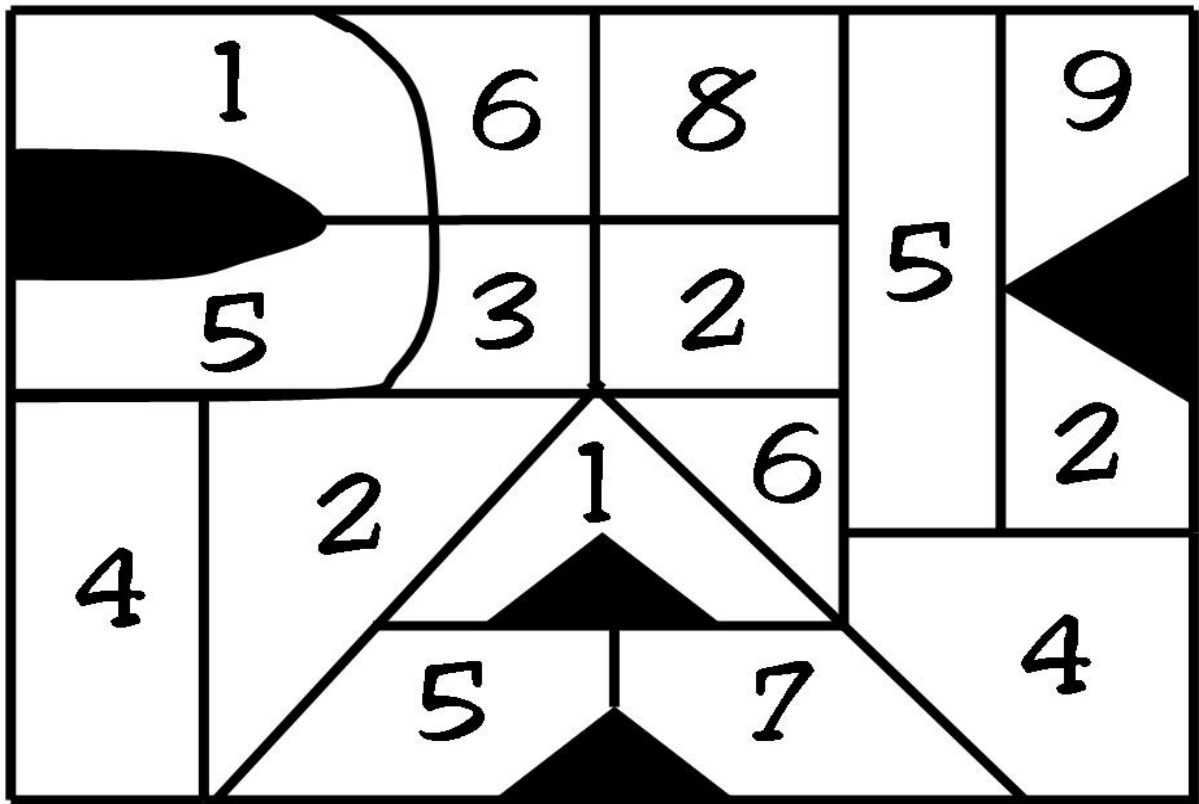
Now it's your turn to look at the numbers. Do the math below. When you have found the answers to these problems, color in the correct numbers in the picture, and you will be able to fill in the blank below.

$2 + 3 = \underline{\quad}$

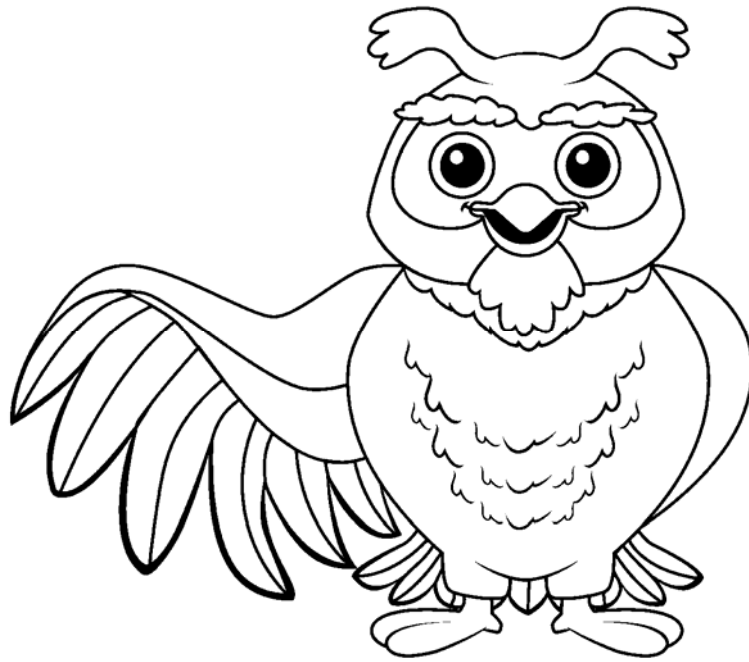
$1 + 3 = \underline{\quad}$

$1 + 0 = \underline{\quad}$

$5 + 2 = \underline{\quad}$



A _____ IS THE OPPOSITE OF A BULLY.



THE WISE OWL BULLY STOPPER KIT

Solutions



Activity 1:

(1) False; (2) False; (3) True; (4) False; (5) True; (6) True

Activity 5:

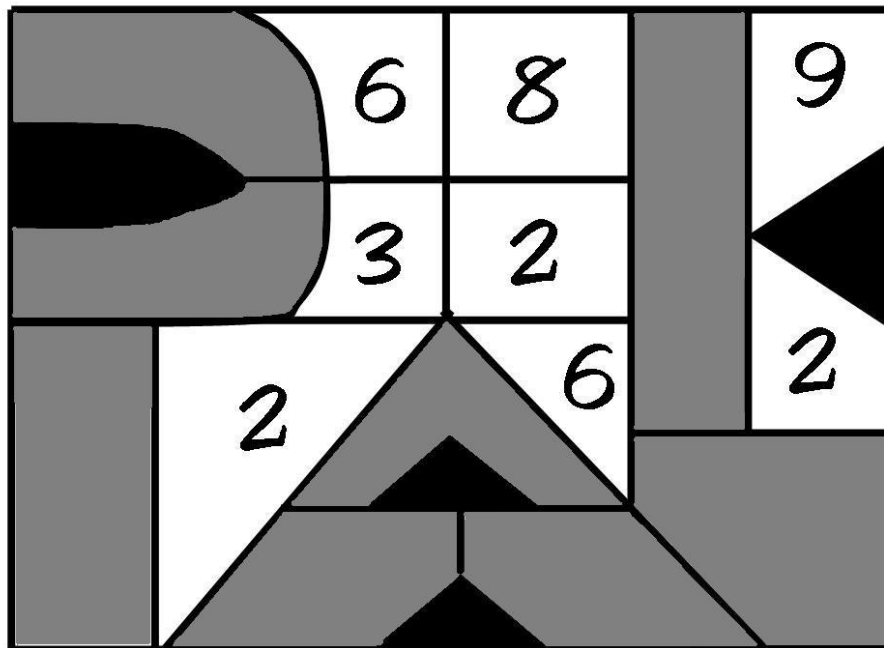
This activity is open-ended—meant to encourage class discussion about what we can do when our friends are being bullied, without resorting to similar bullying techniques. Students' answers will vary. Good ways to deal with Mario include:

- Please don't be mean to us.*
- I'm going to tell your mom.*
- We don't like what you did.*
- Let's get out of here.*
- If you act nice you can play with us.*

Depending upon the class discussion, other responses such as *Go away* or *Cut it out* could also be considered appropriate.

Activity 7:

A PAL is the opposite of a bully.



OTHER PRODUCTS
FROM HUMAN RELATIONS MEDIA

<i>Wise Owl Says: When Telling Isn't Tattling</i>	<i>grades K - 2</i>
<i>Feeling Good About Me: Building Self-Esteem Through Responsibility</i>	<i>grades K - 2</i>
<i>Leader of the Pack</i>	<i>grades 2 - 6</i>
<i>The Case of Cool Al: A Johnny Clue Mystery</i>	<i>grades 3 - 6</i>
<i>The Drug Facts Action Pack</i>	<i>grades 3 - 6</i>
<i>Teamwork and Team Play: How to Be a Good Sport</i>	<i>grades 3 - 6</i>
<i>Time Out on Anger: Learning Self-Control</i>	<i>grades 3 - 6</i>
<i>The Bully Proof Kit</i>	<i>grades 3 - 6</i>
<i>Amazing Kids of Character Series</i>	<i>grades 3 - 8</i>
<i>Don't Drain Your Brain: How Alcohol Damages the Brain</i>	<i>grades 3 - 6</i>
<i>The Gateway Drugs Action Pack</i>	<i>grades 3 - 6</i>
<i>Learning Good Words for a Bad Mood</i>	<i>grades 3 - 6</i>
<i>The Good Conduct Action Pack</i>	<i>grades 3 - 6</i>
<i>Brick by Brick: Building Respect and Good Character</i>	<i>grades 3 - 6</i>
<i>Using Your WITS: Strategies to Stop Bullying</i>	<i>grades 3 - 6</i>
<i>I Can't Do My Homework, Why?</i>	<i>grades 3 - 6</i>
<i>Portion Distortion: Seeing the Healthy Way to Eat</i>	<i>grades 3 - 6</i>
<i>To the Max: Understanding the New Diet and Exercise Guidelines</i>	<i>grades 3 - 6</i>
<i>Ten Reasons to Get in Shape</i>	<i>grades 3 - 6</i>

Visit our website for detailed descriptions of the above programs.

Available from
Human Relations Media
41 Kensico Drive
Mount Kisco, NY 10549

Phone: 800 / 431-2050

Fax: 914 / 244-0485

Web: www.hrmvideo.com