

# Bullies Be Gone!

A student driven performance project.



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## ABOUT THE PROJECT/OVERVIEW

*BULLIES BE GONE* is a student driven performance project about bullying in your school. The students write poems, narrative and verse to create a Reader's Theatre project. The lessons are based in common core writing exercises, improvisation and performance.

Throughout the process students explore their own experience with bullying while they learn the tools to help themselves

and their friends when faced with opposition. The project can be done as a unit where students investigate and create a program or the individual projects can be given without their knowing the end result. The beauty of the "unknown project" is that students don't worry about the performance; they focus on the task at hand – a simple poem, a few adjectives, nouns or situations they are writing about. Then, using the template included in this program, you can drop their work into my format and you have an instant reader's theatre project.



Performance of *BULLIES BE GONE* is designed for the non-actor and the teacher without a theatre background. When performing Reader's Theatre, the students carry their scripts; there is no requirement for block or staging and lighting needs are minimal. However, if you have the theatre background or a few "child stars" in your midst, the show will take on even greater performance levels.

For those teachers trying to integrate more technology into their classrooms, *BULLIES BE GONE* can be an ongoing project can be filmed as individual scenes and pieced together in IDVD. Then, it's time for family film night or an assembly where your students show their film and do a question and answer for the rest of their grade level.

For the more adventurous, a combination of live action performance by students and the film can be combined for a multi-media presentation. Your principal and parents will be astounded! Best of all, at your school the *BULLIES will BE GONE !!!!!*

## Common Core Anchor Standards For Reading

## Bullies Activity

### **Key Ideas and Details and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events and ideas interact over the course of the text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in the text, including determining how technical connotative and figurative language shape meaning or tone.

5. Analyze the structure of texts including how specific sentences and larger portions of text relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of text.

### **Integration of knowledge and ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively.

8. Delineate and evaluate the argument and specific claims in the text, including validity of reasoning as well as the relevance and sufficiency of evidence.

9. Analyze how two more text address similar themes or topics in order to build knowledge or compare approaches to author's take.

### **Range of Reading of Text Complexity**

10. Read and comprehend complex literary and informational texts independently.

## Common Core Anchor Standards for Writing

### **Types of Text and Purposes**

1. Write argument to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine complex ideas and information clearly and accurately through effective selection, organization and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

5. Develop and strengthen writing as needed by planning, revising, editing and rewriting.

6. Use technology, including the internet to publish writing and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding subject under investigation.

8. Gather Relevant Information from multiple print and digital sources, assess credibility and accuracy of source, integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis and research.

### **Range of Writing**

10. Write routinely over long time frames, short time frames for range of task and purpose

[Bully Text, Pink Shirt Text](#)

[Pink Shirt Activity](#)

[Pink Shirt Activity](#)

[Character Core Activity, Climate Survey](#)

[Bullies Script](#)

[Bullies Script](#)

[Bully Text, Pink Shirt Text, Scavenger Hunt](#)

[Web Scavenger Hunt](#)

[Bully Text, Pink Shirt Text](#)

[Web Scavenger Hunt](#)

[Art of Peace Making Expository Essay](#)

[Expository Essay](#)

[Homework 1,3,6](#)

[Expository Essay, Homework 1,3,5,6 Expository Essay](#)

[Web Scavenger Hunt](#)

[Art of Peace Making](#)

[Web Scavenger Hunt](#)

[Expository Essay, Homework 1,2,3,5,6](#)

## Bullying Quiz

### TRUE OR FALSE?

1. Bullies get lower grades than average students.
2. Girls almost never bully.
3. Girl bullies rarely use attack people physically.
4. Looking different is the main reason kids get bullied.
5. Most kids get bullied.
6. The best way to deal with bullies is to ignore them. They'll go after someone else.
7. The best way to deal with bullies is to fight back.
8. Bullies lack self-esteem and pick on others to build it up.
9. Most parents know if their kids are being bullied.
10. Kids are strong and proud. They easily get over the effects of bullying.

### Answers:

1. FALSE. This is a common myth. In fact, bullies tend to be at least average academically or only slightly below.
2. FALSE. Boys bully more often than girls, but girls bully, too.
3. FALSE. In the past, girls were thought to bully differently: boys by force, girls by humiliation and alienation.
4. FALSE. Looking different can provoke bullying, but more typical triggers are social isolation or weakness. Bullies almost always abuse a power difference.
5. FALSE. Most kids do not get bullied... In a 2010 survey of high school students, nearly half reported that they had been bullied at least once in the past year.
6. TRUE and FALSE. Some bullies go away, but others get angry and keep bullying until they get a reaction. That's what they want.
7. FALSE. If a child physically fights a bully, he may get hurt (or hurt someone else and get in trouble). And the bully might come after him again to get even. Either way, fighting back physically usually makes things worse. Assertion, rather than returned physical aggression, however, can be more effective.
8. FALSE. This is another common myth. In fact, some bullies have high self-esteem. They feel good about themselves. They feel better by picking on others. Most of the time, bullying isn't about high or low self-esteem. It's about having power.
9. FALSE. Bullying causes shame and victims often feel too embarrassed to tell their parents or anyone else. They may feel it is their responsibility to stop the bullying.
10. FALSE. Bullied kids can suffer long-term effects such as a greater tendency to depression.

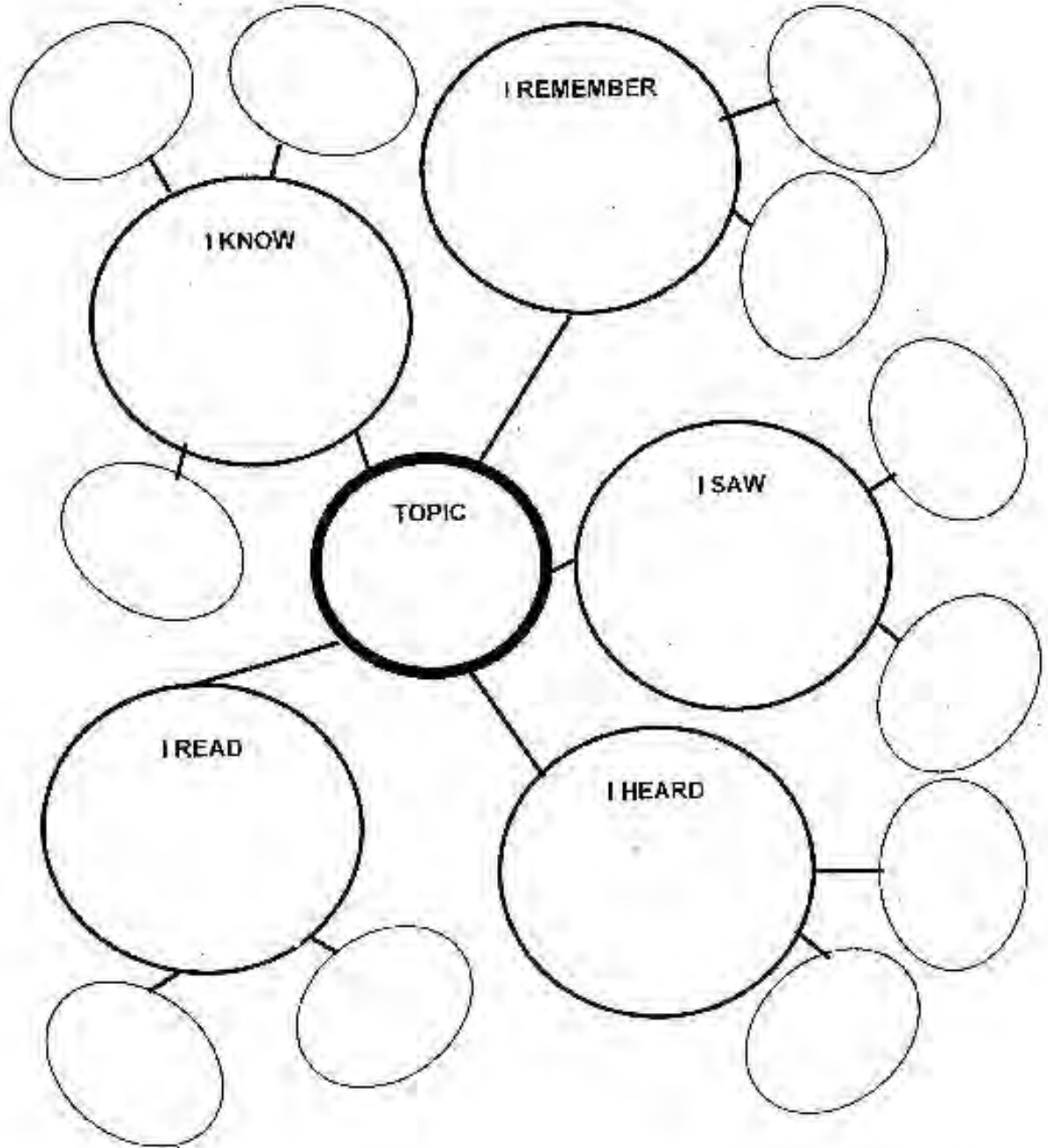


Name \_\_\_\_\_

PRE-READING STRATEGIES: PRIOR KNOWLEDGE

Title/Topic/Text **Bullying**

*This is what I already know about the topic in the reading:*



## What do we know about bullying?

Every day thousands of teens wake up afraid to go to school. Bullying is the problem that affects millions of students of all races and classes. Bullying has everyone worried, not just the kids on Its Receiving end. Yet because parents, teachers, and other adults don't always see it, they may not understand how extreme bullying can get.

### **BULLYING IS A BIG PROBLEM!!!**



Bullying is when a person is picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing.

Two of the main reasons people are bullied are because of appearance and social status. Bullies pick on the people they think don't fit in – maybe of how they look, how they act (for example, kids who are shy and withdrawn), their race, religion or because bullies think their target may have a gender identity problem.

Some bullies attack their targets physically, which can mean anything from shoving or tripping or punching or hitting, or even sexual assault. Others use psychological control or verbal insults to put themselves in charge. For example, people in popular groups or cliques often bully people they categorize as different by excluding them or gossiping about them (psychological bullying). They may also taunt or tease their targets (verbal bullying).

Verbal bullying can also involve sending cruel instant or email messages or even posting insults about a person on a website – practices that are known as cyber-bullying.

One of the most painful aspects of bullying is that it is relentless. Most people can take one episode of teasing or name calling or being shunned at the mall. However, when it goes on and on, bullying can put a person in a state of constant fear.

Guys and girls who are bullied may find their schoolwork and health suffering. Amber began having stomach pains and diarrhea and was diagnosed with a digestive condition called irritable bowel syndrome as a result of the stress that came from being bullied

throughout ninth grade. Mafooz spent his afternoons hungry and unable to concentrate in class because he was too afraid to go to the school cafeteria at lunch time. Studies show that people who are abused by their peers are at risk for mental health problems, such as low self-esteem, stress, depression or anxiety. They may also think about suicide more.

Bullies are at risk for problems, too. Bullying is violence, and it often leads to more violent behavior as the bully grows up. It's estimated that 1 out of 4 elementary school bullies will have a criminal record by the time they are 30. Some teen bullies end up being rejected by their peers and lose friendships as they grow older. Bullies may also fail in

school and not have the career or relationship success that other people enjoy.



### **Who Bullies?**

Both guys and girls can be bullies. Bullies may be outgoing and aggressive. Or a bully can appear reserved on the surface, but may try to manipulate people in subtle, deceptive ways, like anonymously starting a damaging rumor just to see what happens.

Many bullies share common characteristics. They like to dominate others and are generally

focused on themselves. They often have poor social skills and poor social judgment. Sometimes they have no feelings of empathy or caring toward other people.

Although most bullies think they're hot stuff and have the right to push people around, others are actually insecure. They put other people down to make themselves feel more interesting or powerful. And some bullies act the way they do because they've been hurt by bullies in the past – maybe even a bullying figure in their own family, like a parent or other adult.



Some bullies actually have personality disorders that don't allow them to understand normal social emotions like guilt, empathy, compassion or remorse. These people need help from a mental health professional like a psychiatrist or psychologist.

### What can you do?

For younger kids, the best way to solve a bullying problem is to tell a trusted adult. For teens, though, the tell-an-adult approach depends on the bullying situation.

One situation which is vital to report is if it threatens to lead to physical danger and harm. Numerous high-school students have died when stalking threats and attacks went unreported and the silence gave the bully license to become more and more violent.

Parents, teachers and adults in authority can often find ways to resolve dangerous bullying problems without the bully ever finding out how they heard about it.

If you are in a bullying situation that you think may escalate into physical violence, try to avoid being alone. Try to remain part of a group walking home at the same time as other people or by sticking close to friends or classmates during times that bullying takes place.

Here are some tips: **Ignore the bully and walk away. Hold the anger. Don't get physical. Practice confidence. Take charge of your life. Talk about it. Find your true friends.**

### What if YOU'RE the Bully?

All of us have to deal with a lot of difficult situations and emotions. For some people when they're feeling stressed, angry or frustrated, picking on someone else can be a quick escape – it takes the attention away from them and their problems. Some bullies learn from firsthand experience. Perhaps name-calling, putdowns or physical force are the norms in their families. Whatever the reason, though, it is no excuse for being the bully.

If you find it hard to resist the temptation to bully, you might want to talk with someone to whom you look up. Try to think about how others feel when you tease or hurt them. If you have



trouble figuring this out (many people who bully do), you might ask someone else to help you think of the other person's side.

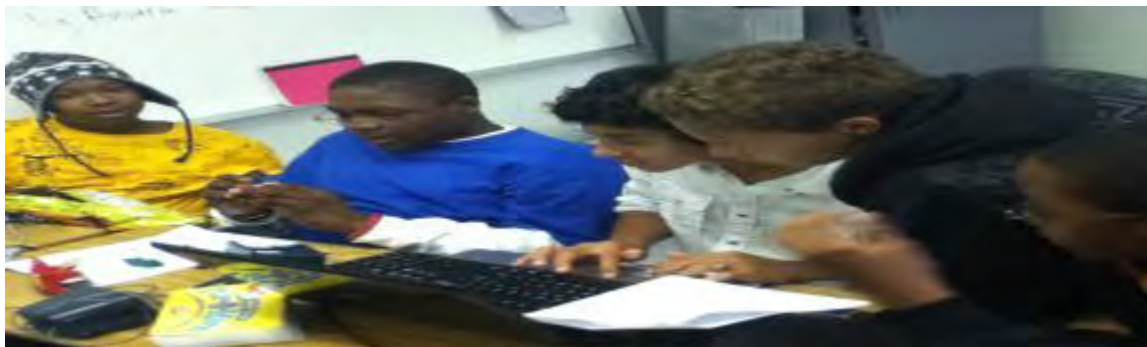
Bullying behavior backfires and makes everyone feel miserable – even the bullies. People might feel intimidated by bullies, but they don't respect them. If you would rather that people see your strength and character – even look up to you as a leader – find a way to use your power for something positive rather than to put others down. Do you really want people to think of you as unkind, abusive and mean? It's never too late to change, although changing a pattern of bullying might seem difficult at first.

### **Steps to stop bullying in schools**

If the environment at your school supports bullying, working to change it can help. For example, there may be areas where bullies harass people, such as in stairwells or courtyards that are unobserved by staff. Because a lot of bullying takes part in the presence of peers (the bully wants to be recognized and feel powerful), enlisting the help of a friend or a group is a good way to change the culture and stand up to bullies.

You can try to talk to the bully. If you don't feel comfortable in a face-to-face discussion, leave a note in the bully's locker. Try to point out that his or her behavior is serious and harmful. This can work well in group situations; such as, if you notice that a member of your group has started to pick on or shun another member.

Most people hesitate to speak out because it can be hard. It takes confidence to stand up to a bully; especially if he or she is one of the established group leaders; but chances are the other students witnessing the bullying behavior feel as uncomfortable as you do. Staying quiet (even though they don't like the bully's behavior) is a way to distance themselves from the person who is the target. Perhaps they feel that they're not popular enough to take a stand or worry that the bully will turn on them.



**If your school doesn't have an anti-violence program – START ONE!**

# Addressing Bullying Behavior Broward Character Core Standards

## Overview

Broward Character Core Standards are a great framework to explore the ways in which bullying behaviors conflict with good character. This exercise will help students identify troublesome behaviors and utilize critical thinking to determine which character standard they should emphasize to eliminate it.

## Materials

1. Copies of the Character Core Apple for Broward County
2. Laminated Copies of the Standards cut up for each group
3. Behavior and response cards

## Procedure

This lesson provides an opportunity to further explore both bullying behaviors and the Core Character Standards for Broward County. Not only do students gain an understanding of common behaviors defined as "bullying," but also explore the characteristics of the Character Standards.



1. Break students into groups. Give them copies of the Character Core Apple from Broward County – either jigsaw the material so each group defines one of the Character Standards or have each group define all eight words. Share out the responses from the group. Talk about the Character Standards as the Antithesis of Bullying.
2. After reminding students that this “Apple Core” is the cover and basis of our district CODE OF STUDENT CONDUCT – ask students whether their peers are following these standards.
3. Brainstorm with the class what kind of behaviors they see or are aware of that conflict with these Character standards. Write their answers on the board. Ask the small groups to analyze which of these actions might be considered "bullying." Have students write these bullying behaviors on Red Cards or with Red Marker.
4. Pass out the laminated Character Standards to each group. Have them organize their “bullying behaviors”\*\*\* with the Character Standard that behavior omits. For example, gossiping about a good friend clearly violates kindness and respect.

5. When the student groups have assigned all of the behaviors, have them report out. While several of these behaviors violate the principles of more than one Character Standards, sharing the answers offers the rationale for the proper designation of the behaviors. If students disagree, this generates an excellent opportunity to discuss and define the core values. If the class has brought up behaviors that are not incorporated in those described, that is also an opportunity to expand the conversation.

6. To conclude the activity, ask students to brainstorm about ways they could change their behavior or make someone who has been at the receiving end of bullying to help them feel better. How can they use the Character Core Standards as they go through the school day to help lessen bullying? How can they encourage each other to model the Core Standards?

\*\*\*Depending on the age of your group, you may want to identify the behaviors yourself and have the students categorize them. If you are working with an older group, have them brainstorm bullying behaviors and responses. The bully behavior can be written on red index cards or with red marker on white cards. The correct responses would be on green cards or with green markers.

### **Sample Bullying Behavior Cards:**

NAME CALLING	STUDENT AFRAID TO USE RESTROOM
GOSSIPING	SOCIAL EXCLUSION
HITTING	TAKING/DESTROYING PROPERTY
INTIMIDATION	PRETENDING TO BE SOMEONE ELSE ONLINE
RUDE GESTURES	POSTING EMBARRASSING PHOTOS ONLINE
SPITTING	NOT REPORTING KNOWN BULLY BEHAVIOR
UNKIND TEXTS	PRETENDING TO BE A FRIEND AS A SET UP
TAUNTING	GOING THROUGH SOMEONE'S DESK
PUSHING	HIDING SOMEONE'S BOOKBAG
IMITATING	BLAMING SOMEONE FOR YOUR ACTIONS
MOCKING	SPREADING RUMORS

## Elementary Observation Survey

How much do you worry about being bullied or seeing others bullied or picked on in the following areas? Check the box that best describes your experience.

	Often	Sometimes	Not Often	Never
Playground (recess)				
Playground (before school)				
Playground (after school)				
Classroom				
Lunchroom				
Hall				
Bus/Walk to school				

Which of the following situations have you seen in the past two weeks? If you saw this happen, how many times did you see it?

	Did Not See	1 Time	2-3 times	4 Or more times
Someone being hurt physically (hitting, tripping, kicking, etc.).				
Someone being teased or called names.				
Someone being told they can't play/join a group.				
Someone's stuff being taken from or kept away from him/her.				
Someone saying mean or untrue things about a person being his/her back.				

What are some of the ways students are unkind to each other that adults do not seem to notice?

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## Middle & High School Observation Survey

How much do you worry about being bullied or seeing others bullied or picked on in the following areas? Check the box that best describes your experience.

	Highly Likely	Maybe	Unlikely
Athletic Fields			
Locker Room			
After-school Activities			
Classroom			
Lunchroom			
Hall			
Bus/Walk to school			

Which of the following situations have you seen in the past two weeks? If you saw this happen, how many times did you see it?

	Often	Sometimes	Rarely	Never
Someone being hurt physically (hitting, tripping, kicking, etc.).				
Intimidation or threats; teasing, name calling or insults				
Refusing to let someone be part of a group project or assignment.				
Spreading gossip, rumors				
Sending or sharing mean comments through social networking sites, texts or email.				

What are some of the ways students are unkind to each other that adults do not seem to notice?

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## Pink Shirt Day

Find information at the webpage below:

<http://www.pinkshirtday.ca/about/>

I have also included an essay with pictures that work as a handout for this assignment.

### Overview

This lesson asks students to think about how a single incident can change behavior. How an individual responds when bullying occurs can radically alter the targeted child's experience in school. By exploring and assessing the bullying behaviors in their schools, students will be prepared to develop a plan to address it. Although students cannot stop all incidents of bullying, they can let targeted individuals know that they are in a community that values them.

### Materials

Review Pink Shirt Day story – use the website above or copy the stories in Appendix

Handouts

Types of Bullying Handout

Types of Bullying Chart

### Procedure

1. Read or tell class about how “Pink Shirt Day” emerged in Canada.
2. Ask the following questions:
  - On the first day of school, how did the student wearing the pink shirt feel?
  - When he went home that day, what do you imagine he associated the pink shirt with?
  - How do you think he felt about his school?
  - Why do you think this student's experience motivated David Shepherd and Travis Price to change their behavior?
  - What was so unique about Shepherd and Price's actions?
  - Why did it get attention and generate a nationally recognized day in Canada?
  - What can we all learn from their experience?
  - What would it take to create a similar school climate in your school or organization?



3. Discuss each of the different types of bullying. Ask the students to give simple examples of each type of bullying behavior. Stress that names are not to be used in the examples and that times can be arranged for teacher-student conferences to discuss specific incidents.
4. Ask students if there are other kinds of bullying behaviors not listed on the chart that they have seen or experienced.
5. Create a tally of the “seriousness rank” the students have completed on their charts. Was there a varied response?
6. Identify which of the actions on the chart have been witnessed on the school grounds.
7. When is criminal activity a matter for the school to address? For the police?
8. What can students do to help eliminate these behaviors?

**Extension:** Have students write their ideas to combat bullying as a proposal to be submitted to the student government or school administration.



# Web Scavenger Hunt

## Overview

This lesson points students to find three individuals who were headline news as they triumphed and failed in their legal battles involving bullying. From the mother who helped pass the anti-bullying law in Florida to the mother convicted of cyber-bullying; students get a better understanding of how damaging bullying can be. The last name is a victim of bullying who did not call out for help. I'm sure you remember the Irish immigrant, high-school student who was berated until she took her own life. Students will also search for bullying instances according to your class needs. The most important part of this exercise is to take the knowledge out of the classroom and see the consequences of bullying in the world at large.

## Materials

Laptop Cart or Computer Lab

## Handouts

Scavenger Hunt Questions

## Procedure

1. Introduce students to the idea of a web scavenger hunt. Remind them that they have specific items to research. They may work in pairs or small groups to help with think-pair-share activities.
2. After students have done their research, let them share their findings in small groups.
3. Allow each group to report on their most significant findings. What impressed them or horrified them the most.
4. Have the class create a cyber contract – what rules they agree to follow when dealing with each other in social media.

## **Web Scavenger Hunt and Reflection Questions**

**Who is Debbie Johnston?**

**What action did she take to change the Anti-Bullying Policies in Florida?**

**Why was it important to Mrs. Johnston that there was a change in law rather than policies?**

**Who is Lori Drew?**

**What crime was she accused of?**

**What rationale did she give for her actions?**

**As a cyber bully, were her actions more contemptuous since she herself wanted to “protect” her own teenager?**

**Do you think her sentence was fitting? Do you think she should be allowed future contact with her child?**

**Who was Phoebe Prince?**

**Why do you think she was bullied?**

**Do you think her attackers should have been tried as minors or adults?**

**How private do you think information posted on the internet is?**

**Has anyone ever used the internet or cell phone to violate your rights or do something hurtful? If yes, what happened?**

**What guidelines do you follow to help you decide what information you should or should not post on the internet?**

**Are you aware that by signing the code of conduct agreement with the district means that you have agreed to cyber-bullying being a contractual issue?**

**Technology has changed how we do many things in today’s culture. Your teachers use Pinnacle to record and monitor your grades. Your parents can log on daily to check on your progress. How does it make you feel that your parents can have your grades emailed to them daily?**

## Give Peace a Chance

### Overview

Students discuss how negotiation can solve conflict and find solutions to problems in real life.

### Procedure

1. Ask the students to share examples of when they had a disagreement with a family member or friend and acted in a respectful way to solve the problem (sitting and talking, not yelling, not fighting, looking at things from the other person's point of view, etc.).
2. Suggest that resolving disagreements often involves compromise. As a class, define compromise. Explain that these are all examples of respectful peacemaking.
3. Discuss when we need to be peacemakers. Cite and list examples. Emphasize that respectful peacemaking involves talking things out with each other to create a peaceful solution. List and discuss these types of solutions:
  - Win-Win Solution — both sides talk things out so each gets something he or she wants. There is no "loser." It is peaceful.
  - Win-Lose Solution — one person gains something at the expense of the other person. It reflects competition instead of compromise.
  - Lose-Lose Solution — no one gets what he or she wants. This isn't a solution, but sometimes this outcome is inevitable. As long as the conflict is settled peacefully and respectfully, something has been achieved.
4. Pair the students up. Invite them to discuss conflicts that occur at school or that they've heard about in the news. Instruct each pair to imagine that one of these situations was peacefully resolved. Have them write how a solution was reached, who helped, and if it was a "win-win" outcome. Have them share their solutions. Suggest that we must act respectfully if we want to gain self-respect.



## Reader's Theatre – in 10 Minutes or Less

### Overview

For many teachers the idea of putting a play together is overwhelming. If it scares you, imagine how your students may feel. Using the following format you are creating a “Mad Lips” version of a play. Each student fills out the form that you put on the overhead or in a handout. Then randomly have students read their lines. Add in some group chorus pieces as you go. You will be amazed at the impact it has.



### Materials

Handout or Document  
Camera and Projector

### Procedure

1. Once students have filled out their response sheets, you can give those numbers. Then you call out the numbers and they read their response. You can tell them to read the whole line, “I see books being knocked to the ground,” or just the response “knocked to the ground.” Obviously for the first person on each line, it is helpful for them to read the whole line, those that follow can alternate or just echo.
2. You can have as many or few of the students read out at any point. It does not have to be an even amount. You can have the whole class respond to every question or have one person read an entire verse and others echo. The combinations are limitless. The students are usually shocked at how this “found poem” comes to life so easily.
3. If you find a form and that works lyrically and dramatically, you can also use this as the opening to your play. Students can say the initial lines as they enter; or the group can perform parts of as a choral reading when they get to the playing area.

**Handout**

**ALL: BULLIES BULLIES EVERYWHERE**

**I SEE:** \_\_\_\_\_

**I HEAR:** \_\_\_\_\_

**I WANT:** \_\_\_\_\_

**ALL: BULLIES BULLIES I WON'T SCARE**

**A PROPER NAME:** \_\_\_\_\_

**A PLACE:** \_\_\_\_\_

**A VERB:** \_\_\_\_\_

**A FEELING:** \_\_\_\_\_

**ALL: BULLIES BULLIES YOU WON'T DARE**

**A FEAR:** \_\_\_\_\_

**I WON'T:** \_\_\_\_\_

**I WILL:** \_\_\_\_\_

**ALL: BULLIES BULLIES YOUR OUTTA THERE!**

## Student Homework Assignments:

The following assignments will be done by students and then presented in class. By interchanging the words monologue and narrative, students will be able to see how their work can easily transform into a dramatic piece.

**Day One:** Tell a story about a bully situation you have experienced or witnessed.

**Homework:** Take your situation and make it into a monologue. Write or type your narrative for presentation in class and consideration in the final play.

**Day Two:** Perform your monologue for class.

**Homework:** Write down at least three ideas for improvisations about bullies. The scenes can have between two and five people. Remember not all bullies are children – students can play adult roles.

**Day Three:** Students will perform improvisations from class ideas.

**Homework:** Write a scene based on one of the improvisations you participated in during class. If you cannot print out copies at home – email them to your teacher to be copied at school.

**Days four and five:** Rehearse and perform scenes in class.

**Homework:** Make revisions to your script after seeing them performed in class. Write a poem about bullies, bullying and/or a hero who makes the situation better or turns the situation around so the bully is bullied.

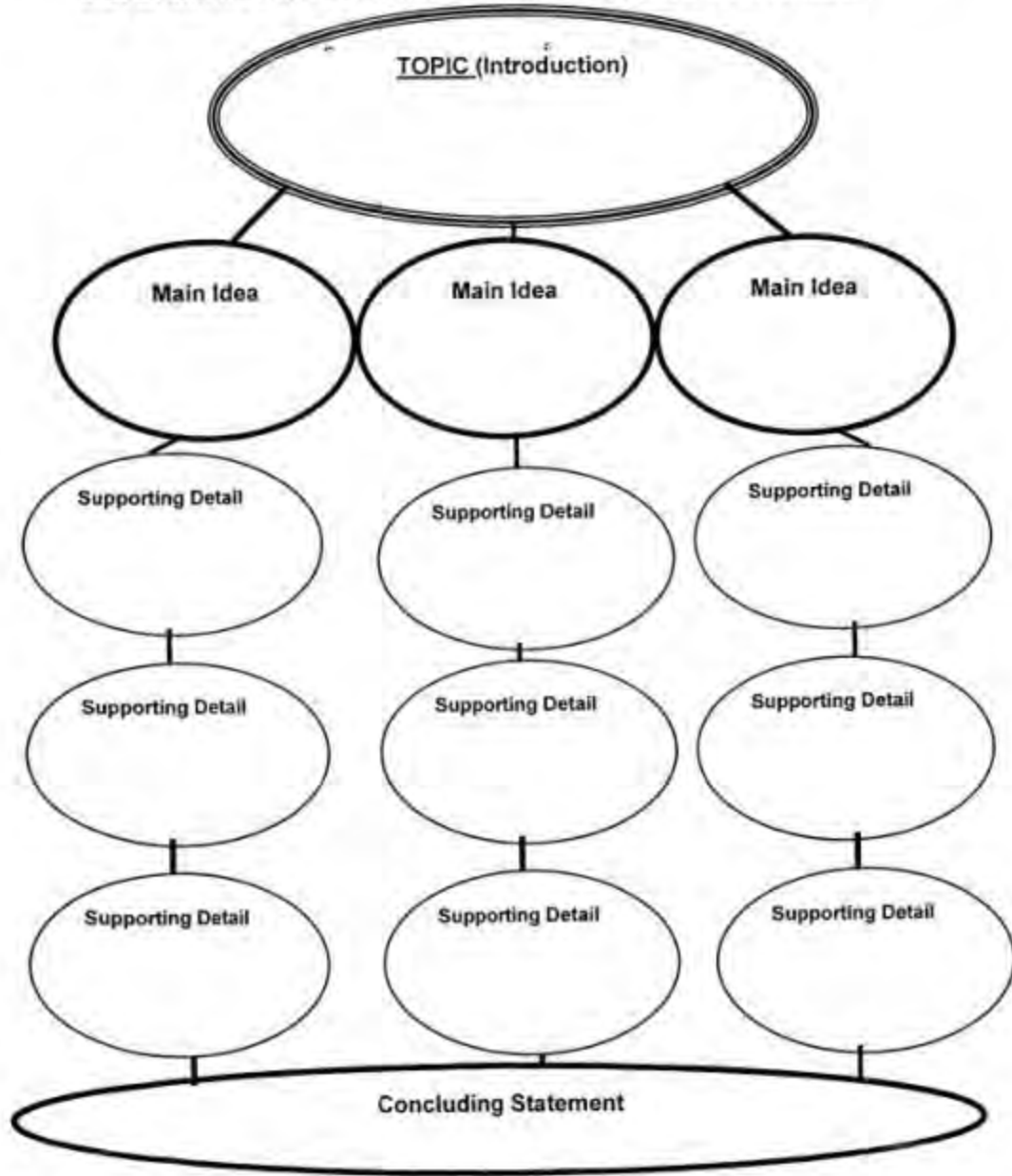
**Day Six:** Perform the poems for class.

**Homework:** Write a poem for two voices – one voice can be the victim and one the bully; or you can choose someone who is watching or a concerned parent. Remember there should be lines that are spoken together by both voices and then their individual voices show allows us to compare and contrast.

Name: \_\_\_\_\_

Title/Topic/Text: THE BULLIES I've SEEN

DETERMINING MAIN IDEA: THINKING/WRITING ORGANIZER



Using your knowledge of the bullying and how you can protect yourself, prepare an expository essay using the organizer above. Remember, though you need to fill in all three columns of support information you only need to choose the two best sets of arguments for your essay

# 4-5 Paragraph Expository Essay

Student Name \_\_\_\_\_

Category	4	3	2	1
Introduction	The introduction states the main topic and includes a hook or question.	The introduction clearly states the main topic, but does not have a particularly "catchy" beginning.	The introduction states the main topic, but no "hook."	There is no clear introduction of the main topic.
Body-Focus on Topic	There is one clear well-focused topic. Main idea stands out and is supported by detailed, interesting information in the body.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Capitalization & Punctuation.	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Grammar and Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Accuracy of Facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately	Most supportive facts are reported accurately.	NO facts are reported or most are inaccurately reported.
Conclusion	The conclusion is strong and draws the main points of the essay to prove the thesis.	The conclusion is recognizable and helps the reader understand the main points of the essay.	The conclusion is recognizable but acts more as a summary of the main points than a newly drawn conclusion.	There is no clear conclusion. The paper just ends.



## Creating Your Own Production:

### Overview:

The final appendix is a complete script for **Bullies Be Gone**. You can use it as is, use a piece of it combined with your students writing, or use the format and transitions with the writing created in your class. If you choose to do the reader's theatre version, you will need some stage supplies. Lighting is easy with a trip to Home Depot. Your students can hold scripts though uniform folders do make a difference. I suggest the plastic folders with three prongs – since students need to get accustomed to holding the script in rehearsal – the paper folders look tattered by the time the performance comes around.



Report Covers for Student Scripts Staples \$12.99 per pack of 5



Single Halogen Light – 500 Watts – Home Depot \$16.87

**I use two single Halogens and one set of standing Halogens. It allows the entire classroom to be lit from below – you can create a true “theatre” feeling in the cafeteria, the gym or your classroom**



Double Halogen Light 1200 Watts Home Depot \$54.97

Remember you will also need extra paper for printing, color flyers for parents and color copies for programs. This live performance is also a great traveling show. So if time and budget allows, do a field trip to another school to perform your play. This gives students great opportunities to show their talents and helps to expose the Bullies Be Gone program throughout the district.

## IMOVIE PROJECT

If you are doing a podcast or an IMOVIE – you can do all your taping with an Apple ITOUCH. The ITOUCH has a built in camera and microphone. The greatest part of using this process is that you can tape each part as an individual scene and download them into IMOVIE. Then you pull the individual slides into the order you need them. Your credits can be created on IMOVIE or in keynote. Additional music can be added using garage band.

However I find that the simple movie with students sharing their experiences is both dramatic and moving.



I touch 64GB – enough memory to tape an entire production or individual scenes to be used in IMOVIE – BEST BUY \$299.99



Apple Charger and USB connector – You need to be able to charge your ITOUCH faster with an A/C adapter – also the additional USB cable is wonderfully handy when you are working from more than one location. RADIO SHACK \$54.99



When the work is done you will want to send home copies to the students. Or better yet charge \$10 a copy as a fundraiser. In the meantime you will need to move your final project from IMOVIE to IDVD then you can burn copies as you need them.

# Bullied student tickled pink by T-shirt campaign

In western Canada in 2006 students turned the tide on bullies by taking action on their own. Two high school seniors were praised across North America for the way they turned the tide against the bullies who picked on a fellow student for wearing pink.

The victim — a Grade 9 boy at Central Kings Rural High School in the small community of Cambridge — wore a pink polo shirt on his first day of school.

*David Shepherd, left, and Travis Price decided to spread word of their 'sea of pink' campaign on the internet.*

Bullies harassed the boy, called him a homosexual for wearing pink and threatened to beat him up, students said.



Two Grade 12 students — David Shepherd and Travis Price — heard the news and decided to take action.

"I just figured enough was enough," Shepherd told CBC TV in Canada.

They went to a nearby discount store and bought 50 pink shirts, including tank tops, to wear to school the next day.

## **'Sea of pink' support**

The students went online to e-mail classmates to get them on board with their anti-bullying cause that they dubbed a "sea of pink."

But a tsunami of support poured in the next day.



Not only were dozens of students outfitted with the discount tees, but hundreds of students showed up wearing their own pink clothes, some head-to-toe.

*The two Grade 12 students show off the pink shirts they wore to school.  
(CBC)*

When the bullied student, who has never been identified, walked into school to see his fellow students decked out in pink, some of his classmates said it was a powerful moment. He may have even blushed a little.

"Definitely it looked like there was a big weight lifted off his shoulders. He went from looking right depressed to being as happy as can be," Shepherd told reporters.

And there's been nary a peep from the bullies since, which Shepherd says just goes to show what a little activism will do.



"If you can get more people against them ... to show that we're not going to put up with it and support each other, then they're not as big as a group as they think they are," he said.

The students' "sea of pink" campaign did not go unnoticed outside the province. U.S. talk show host Ellen DeGeneres expressed interest in their story, and other schools talked about holding their own "pink day."

"It's been totally overwhelming for us. I mean we're just two local boys and I mean we're getting calls from like Alaska and e-mails. It's just phenomenal the support that we've gotten from across the globe," Price has said.

The school principal, understandably, was flush with pride.

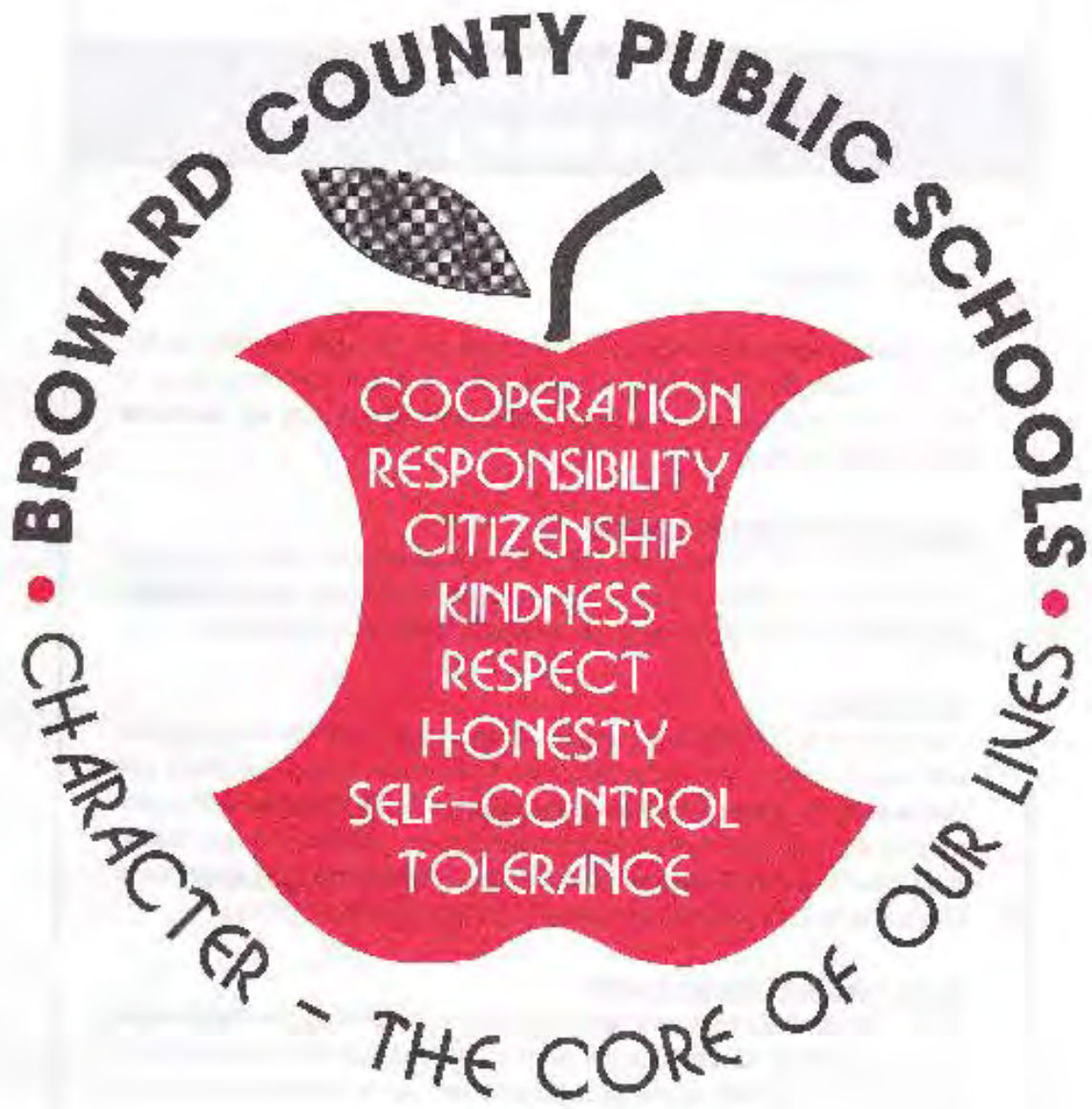
"You always hear about the youth of the world and how bad things are. Well, they're not that bad," said Stephen Pearl.

Pink Shirt Day is now the focal point of national anti-bullying week in Canada. The celebration of tolerance and acceptance takes has taken place in February since 2007.

## Types of Bullying

- 1 Add four more incidents to the list and check the types of bullying they are
- 2 Rank the incidents in order of seriousness from 1 to 15 (with 15 being the least serious).

Rank	Incident	Physical	Social	Verbal	Intimidation	Written	Discrimination	Criminal
	<i>Taking someone's property</i>							
	<i>Hiding someone's property</i>							
	<i>Hitting someone</i>							
	<i>Spreading rumors about someone</i>							
	<i>Teasing someone about their appearance</i>							
	<i>Writing threatening graffiti about someone</i>							
	<i>Calling someone a name</i>							
	<i>Tripping someone</i>							
	<i>Purposely leaving someone out of a group</i>							
	<i>Teasing someone about their background</i>							
	<i>Sending a threatening text message to someone</i>							

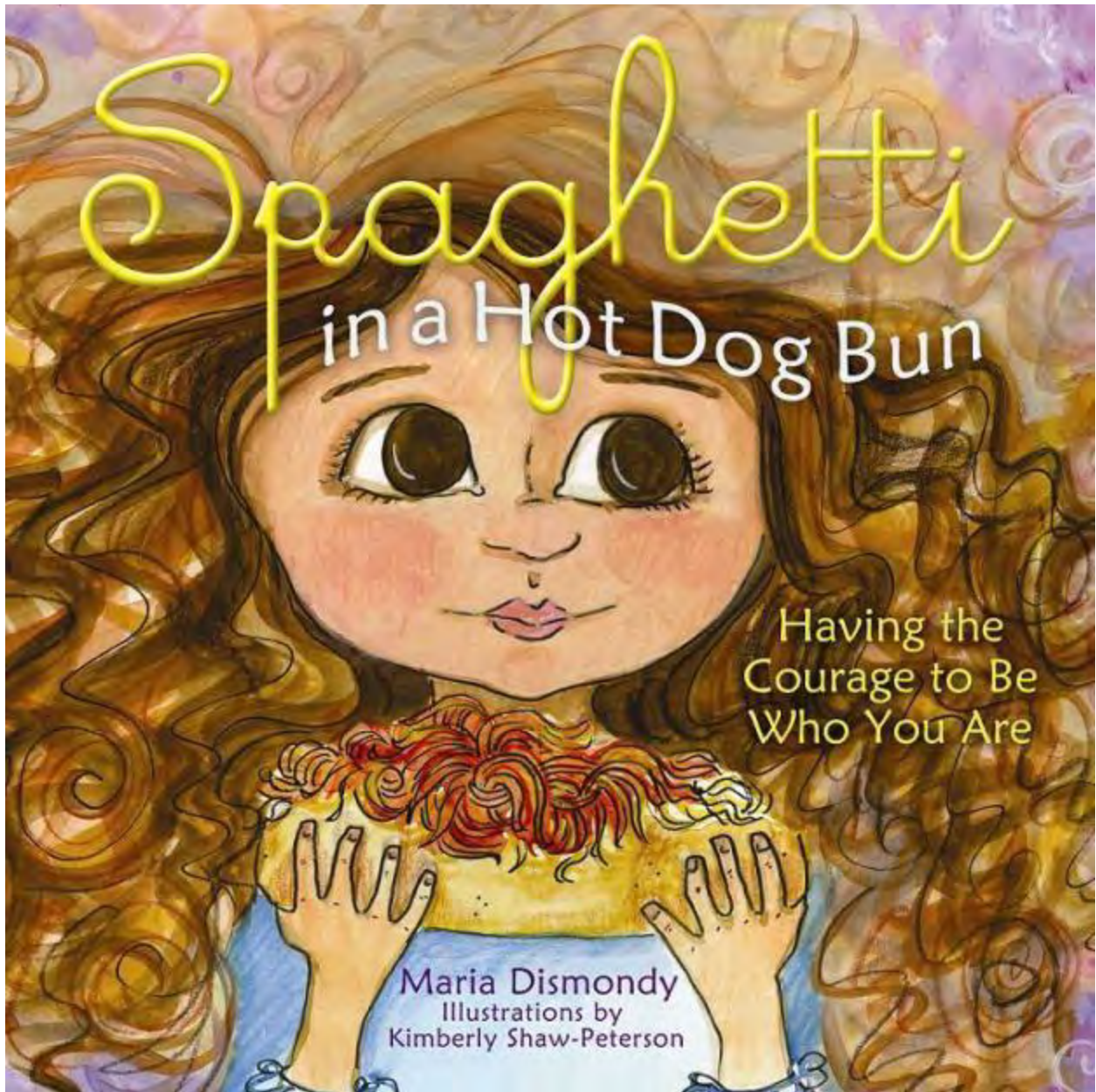


# Winners are not Bullies

(Can be sung to The Battle Hymn of the Republic)

Winners are the students  
That don't tease or kick or hit.  
They never put down others,  
And they never swear or spit.  
They don't exclude each other,  
And they never throw a fit.  
They show respect instead.  
There are no bullies at our school,  
We all follow every rule.  
That's why winners are so cool.  
We show respect instead.

Adele Tolley Wilson



A great story about individuality – use this book to get the conversation started in your classroom! Even with middle school students, children’s book gets them thinking and talking. An additional assignment can be for them to write how they are different and present a PRIDE PROJECT. Whether they like peanut butter and banana sandwiches or live with two moms, students talk about what makes them different – or in my classroom “I am special because....”



## Bullies Be Gone === Complete Script

The cast names represent the students who wrote and performed the show at Parkway Middle School of the Arts. You can cast students by assigning these names or use the Microsoft Word version of the play from the IMPACT II Workshop to change the script to fit your students. Feel free to use all or part of the script – or substitute sections written by your students so they can have bragging rights as authors and performers.

All  
(Sung)

There are no bullies at our school  
We all follow every rule  
No one is pushy or cruel  
We follow every rule

**Student 1**

**I know this bully that has me in pain. That bully has me in shackles and will beat me to death. Every night I'd cry myself to sleep. Every night!! Not knowing what to say. I'd say my prayers and ask god to help but not a sound came from heaven. Not even a peep.**

Odalis pushes Jazhelle

Jazhelle

(pushing back)

I am sick and tired of you bullying people

Odalis

Don't put your hands on me!!!

Jazhelle

Don't tell me what to do.

Odalis

It doesn't matter...I'ma beat your behind up anyhow!!

Jazhelle

Umm... I don't think so!



Odalis

What do you mean?

Jahzelle

It is time for you to get a taste of your own medicine! You've been a bully for too long! Well now it's time for me to bully you and make you feel what we all felt!

(Charmaine, Katia and Alexia back up Jahzelle. Odalis backs away)

Taylor

Systematically and chronically inflicting physical hurt or psychological distress on one or more Students or employees...

Karla

Unwanted purposeful written, verbal, nonverbal or physical behavior;

Luke

Not limited to any threatening, insulting or dehumanizing gesture,

Shaneka

Intimidating, hostile, or offensive environment long term damage; discomfort or humiliation;

*Denise*



*People think I'm mean*

*They talk of what they see*

*They say I'm like the rest*

*I'll never be a success*

*I may be a bully*

*But because of what I hear*

*I'll always be concealed*

*My hurt can never be revealed!!!*

Tajalah

Unwanted teasing

Threatening

Tacara

Intimidating

Jordan

**Jahzelle**

*Once there was a boy named Pie*

*By his own hand he died*

*Because of me*

*A bully.*

*A boy bigger than me*

*And picks on me now*

*I feel it now.*

*I live it now*

*Don't bully no more*

*Don't bully*

*Thank you!*



Stalking

Sade

Cyber stalking

Katia

Cyber bullying

Danny

Physical violence

Alexia

Theft

Jenora

Sexual, religious or racial harassment

Shaneka

Public humiliation

Denise

Vivian

Look what we have here; Miss "I'm all that". (*no response*) Oh so you've gone mute.

Soroya

Excuse me, the bell rang

Vivian

You're not going nowhere. I want my drawing.

Soroya

I don't have to give you anything so you better back up!

Vivian

We'll see....Better hope your Mama is picking you up after school. (takes her folder) Now, get out of my sight!!

Alexia

**I'm tired of you making fun of me. When are you gonna learn bullying hurts? Why don't you imagine what the life of the person you pick on? You bullies need to realize what you do effects everyone around you. Why do you think you don't have many friends? People of scarred of you. Think of another way to let out your anger. But don't take it out on innocent people. It just isn't right. The bullying ends....now.**

Luke

*Bullies Here*

*Bullies There*

*Bullies are basically everywhere*

*Full of insecurities*

*Waiting to bully you and me*

*Bullies have no friends*

*Whatsoever*

*Looking for people to torture*

*They are watching like a hawk*

*Waiting to bother*

*Me and you*

*Can be me*



*Can be you*

*Anyone at school*

*Or in your family*

*There's probably no place to hide.*

All

**Harassment:** any threatening, insulting, or dehumanizing gesture, use words of written, verbal or physical conduct, or technology, computer software directed against a student or school employee

Sade

**Once there was a boy who got bullied in the class by everyone because he was different from the other boys. Now I can say, don't get me wrong because I've done it before too, And I've seen it from different people how it felt to go through it. So I stopped doing it and said sorry – from the heart. Because I would not want to be in that position.**

Katia

Destruction of school or personal property

Taylor

Social exclusion, including incitement and/or coercion

Tajalah

*I ask her "Why do you hit me?"*

*I scream "Ouch!" and fall*

*I ask her "Do you want my lunch money?" and I give it to her. "here!"*

*She pushes it away and says "No"*

*I ask her "What do you want?!"*

*I tell her "You know what? My mom and dad ask me if I fell because of my eye. I can't do it anymore."*

*I tell her "it stops here."*

*Yet again she hits and I fall*

*I tell her "you know what?! You are a bully and it's OVER!"*

*Next thing I know she's gone.*

*I feel victorious! I stood up to my bully!!!*

Rumor spreading of falsehoods

Danny

Bryanna

## **Bullying Complaints and Resolution**

Karla

The investigation of a reported act begins with a report of such an act.

Shaneka

**Hi. I'm Princess All Alone. Well I used to be a princess until my parents got overthrown by the military police. We lived in this beautiful palace with an all you can eat buffet with all my favorite foods. Even take out from Red Lobster! Then the militia came in and we had to give up our crowns and move to this stinky village and everyone was mean there and they hate me just because I am**



**more beautiful than they are and they have never been to Red Lobster. I may not have my crown, but I still have all my nice clothes. One day this group of kids came up to me and...and...they...they threw rocks at me and called me names. I was scared. It was the worst experience of my life. I ran home to my mom and dad but when I got there they were gone. The militia took them away. Now I'm in foster care. The kids are nicer. They don't throw stones at me. And I never tell them I've been to Red Lobster.**

Danny

**Are you a bully? Do you think calling people names is harmless? Do you think that pushing, hitting, stealing are all funny. Well it's not. That stuff hurts. This mentally and physically hurts people. And if you think it is cool. Then**

**you're not. Let's put an end to all bullies and start being one.**

*Bullies in the hallway*

*Bullies on the street*

*They'll punch you in the stomach  
they'll stomp on your feet*

*Don't let them feel BIG*

*They're not the boss of you.*

*Don't act like their slave,  
Cause they can't tell ya what to do.  
Stand up to your fears  
Act the bully back to them*

*All*

*You're not the weak mild petal  
You're the big strong tree stem*

**Jenora**

I am the big girl on campus. Every other girl on campus is beautiful with long hair. This girl named Abby has the most beautiful hair I've ever seen. I want that hair. I'm so jealous of her that one day I yanked out some patches of her hair! Then I went home and glued it to my own head! Now I'm equal to every girl on campus. I should probably change my name...oh and use some of the words Abby says. Oh, my gosh! This long hair is soooooo beautiful! What's that? Do I hear a police siren? On my block? Probably something bad! Who is ringing my doorbell? Mom why are the police here? Did my brothers get caught using drugs again? Me? What did I do? Ma you know me I'm no bully. Oh you can't believe everything Abby says!!! Mama! Help me. I don't want to go to Juvi! Mama! Do something. "This is sooo Unfetch dude!"

Mia

**Investigation requirements for reported acts of bullying under this policy**  
**Within ten (10) school days** of the filing of the complaint, there shall be a written report  
Tacara

Oh, my gosh! Do you remember when Jason got beat up by Jonathan? Well if you don't – then here goes! Jason was usually the bully in la la land. But not since the fight with Jonathan. They were just talking then all of a sudden you see Jason getting thrown in the garbage by Jonathan. Seriously the GARBAGE! After lunch. After spaghetti lunch!! Gross! Then I realized that everyone that was laughing and didn't really help him. So that meant that they were bullies too. No I didn't help either but at least I didn't laugh.



All

Oh say can you see,  
That bully picking on me  
Oh the torture he brought  
When my face his big fist sought  
And the bully's cold stare  
His arms swing through the air  
And the bruise round my eye  
I could not let him see me cry

*Vivian*

*Bullies are mean, bullies are rude*

*They knock you down and spit on you*

*But now is the time for us to act*

*Now is the time for us to fight back*

Bryanna

**No matter how many times I tell you to stop you just won't do it. I tell the teacher what you're doing all they can say is "Sit down!" I'm sick and tired of this bullying! How many times do I have to tell you before you get it through your brain?! I tell you to grow up but you never stop! You bother everybody and its getting too serious. I'm tired of this. It's irritating. I'm done! It's over!**

Odalis

*Bullies are bad, they make people sad*

*They punch you in gut just to get money for lunch.*

*They're rude, not nice and very impolite*

*They can punch you in the mouth and know your body down.*

*You gotta get back up from that blow and show*

*That you can do the same and give THEM the pain.*

Soroya

**No retaliation of any kind** is permitted in connection with an individual's having made a bullying complaint; and if it occurs, it shall be deemed an additional act of bullying as stated herein this Policy.



### Taylor

I am the bully. I abused her even though that wasn't my nature. It all started on the third week of school. First she was the bully making fun of me and my brother. I was pissed off! Can I say that I was pissed off? Anyway her name was Kendra, mine is Sonnie. I got so mad I wanted to kill myself but my conscience said NO. I'm too GOOD for THAT! So a week after that I became aggressive. And I had a lot of tricks up my sleeve. So the next day I sat next to her in the lunchroom. And she was talking about me. We were right next to each other! So we heard each other and she called me a B\*\*\* so I threw her lunch in her face....and there we go! We started fighting and I won. When I got off suspension I still called her names and I told her not to tell on me or ELSE! So I still hit her. I got stronger and stronger by the day and I even became mean to my friends when they wouldn't listen to me. When I had friends. Now I'm strong. Nobody messes with ME! Nobody even talks to me. But SHE started it!



**Referral for Intervention** of a student to the collaborative problem-solving team is made through the school problem-solving process by school personnel or parent to the principal/designee.

### Denise

My name is Maria. I am 13 years old. I am from San Antonio, Texas. My parents are from Mexico. We moved to Boston, Massachusetts last year. I transferred to Quincy Upper School. I started 7<sup>th</sup> grade there. I didn't make many friends because I didn't look like the other kids and my English wasn't so good. I got teased a lot. But there was one kid that teased me the most. His name is 'Billy. He was an 8<sup>th</sup> grader. He was the school bully. But it seemed that I was his number one target. His attitude towards me affected me greatly. I started suffering stress, was afraid to go to school and went into a deep

depression. I even started thinking about suicide. Finally my parents let me be home schooled. But it happened a few months ago. I suffered for about seven months. I even attempted suicide a few times. Luckily I never went through completely with it. But there are others that weren't as lucky as me and died. But I have learned that the best way to deal with bullying is to tell someone and to try and deal with it as soon as possible. So it doesn't get to the point of suicide. Nothing and No One is worth giving up your life.

### Bryanna

**Incident reporting requirements:** include incidents of bullying in the school's report of safety and discipline as required by law.

Mia

Do you know what it feels like to watch someone be bullied? I do, even though I dislike the person that I saw getting pushed around, I still felt bad for them. One day, I was walking down the 603 hallway and I saw Jason slap a boy on the back of his neck – so the boy threw Jason on the grass and Jason didn't look so happy. I laughed and ran away but then I realized I was being a bully too. by laughing at him and not doing anything. Now I know that bullying is bad because you could be a bully and not even realize it! So watch what you say and never become a bully!

Shaneka

**Appeals process** for bullying by a student will follow the steps outlined in the Code of Student Conduct – “Right to Appeal Unfair Penalties.”

Charmaine

Boquez why do you mess with me?

Katia

Because it's funny

Charmaine

Well I don't think it is funny.

Katia

I don't care! You think you can make me stop. Gonna go tell your mommy?

Charmaine

Girl why are you so mean? Don't your mama love you?

Katia

I don't have to tell you nothing.

Charmaine

I could help!

Katia

That's right you can do anything! Everyone thinks you're all that and they don't even notice me.

Charmaine

They notice you but they're afraid to talk you. Afraid you'll just punch them in the head or something.

Katia

Well maybe they should try.

Charmaine

Maybe you should be nicer.

Katia

To who? You? You saying you want to be my friend?

Charmaine

I'm saying I'm willing to try it if you don't punch me upside the head.

Katia

And you won't talk about my mama?

Charmaine

I don't even know your mama.

Katia

Me neither.

Vivian

Camy do you notice that Jameilia only picks on me?

Mia

Yeah I noticed and I don't know how you deal with it.

Vivian

Good, 'cause I hope you're not surprised when I say I'm tired of it.

Mia

I'm not surprised. I'm the one that's been telling you to stand up to her.

Vivian

Well I want to but..... I don't wanna do it alone.

Mia



I don't know why you are looking at me? She hates me too!

Vivian

So you're not gonna help me at all?

Mia

I just did by giving you advice.

Vivian

What kind of best friend doesn't help HER best friend?

Mia

The kid that doesn't wanna get her butt kicked.

Vivian

Then if you can't help me when I need help we're not best friends anymore! Get out of my sight.

Mia

But I...

Vivian

Don't trip on your way out

Sade

What's up T? You ready to get beat down?

Charmaine

Actually I have something to say first.

Mia

T wait! I'm sorry for leaving you in the dust. I was just scared. But I really do wanna help. Are we still best friends?

Sade

Isn't that sweet

Charmaine

(to Mia) Of course we are.

Sade

Hello! I don't got all day here. Say what you gotta say before I hurt BOTH of you!

Mia

Hold up

Charmaine

Wait. I appreciate the help but I realize this is something I need to do alone.

Mia

Okay I'll be waiting over there if you need me...

Charmaine

Jameilia, I know you hate me and all, but I don't like being picked on. I'm tired of it. Haven't you realized people are scared of you?

Sade

(laughing) Good I want them to be scared of me.

Charmaine

Really? (Alexia nods) How many friends do you have?

Sade

Well...

Charmaine

Family members don't count.

Sade

Well I don't need friends anyway.

Charmaine

Can't you see you're making yourself miserable?

Sade

Ummm

Charmaine

When was the last time you had fun? Or got a passing grade?

Sade

That's none of your...

Charmaine

Well I'm gonna help you and we're gonna be friends...

Sade

You could be right..

Charmaine

I am right! So friends?

Mia

(jumping in) Good now let's go shopping. Jameilia can keep all those stuck up girls away from the sales rack! (both glare at her) Kidding! Just kidding. Friends, right? (to Jameilia) Please don't hit me.

Luke

**You know what this sign represents? STOP! The way you will stop treating me like dirt. Taking my lunch money, following me home. You know what? I am just sick and tired of you. I will no longer be a victim to your bullying. Your time is up and I have given up too many opportunities because I was afraid of you. Chance, after chance, after chance. I will not like to be pushed around just for your amusement because you are insecure. I am done with you and your little mind games. I may be small but I'm still here. I need respect. I realize I don't have to put up with being bullied by you. So what do I have to do? You know? Just shut up! Now I'm going to teach you a lesson. I am Raymond Faris and I will no longer be pushed around. And guess what!!! The bullying stops here!!!**

All

AUTHORITY: Florida State code. 1006.147

POLICY ADOPTED AS AMENDED: July 22 2008



All (performed as a rap)

There are no bullies at our school

no bullies no bullies

There are no bullies at our school

No bullies

We all follow all the rules

No bullies no bullies

There are no bullies at our school

No Bullies

Nobody gets pushed

No bullies, no bullies

Nobody is cruel

No Bullies

Blackout!

**Don't Label ME!!!!**



## Internet sites, services and resources

<http://www.tolerance.org/category/keywords/bullying-and-exclusion>

Teaching tolerance is a wonderful site for so many reasons – you can get complete lesson plans with videos, music, surveys on everything from the Civil Rights Movement to the Holocaust. This direct link is about exclusion bullying – how do we recognize it, how do we stop it, how do girls bully differently than boys.

<http://www.stopbullying.gov/>

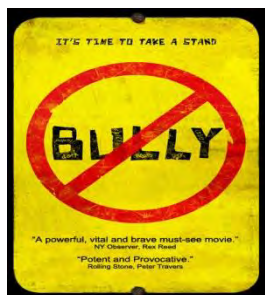
Great resources including a kids section – create a web search, find activities or have students come up with solutions to specific problems.

[http://kidshealth.org/teen/your\\_mind/problems/bullies.html](http://kidshealth.org/teen/your_mind/problems/bullies.html)

**Bullying** has everyone worried, not just the people on its receiving end. Learn about dealing with **bullies**, including tips on how to stand up for yourself or a friend.

<http://www.pacerteensagainstbullying.org/#/home>

Created by and for teenagers, this sight gives students a chance to speak to peers and find resolutions to their problems.



<http://thebullyproject.com/>

### The Bully Project

2011 film

Bully is a 2011 documentary film about bullying in U.S. schools. Directed by Lee Hirsch, the film follows the lives of five students who face bullying on a daily basis. Bully premiered at the 2011 Tribeca Film Festival.

<http://bullyingstories.com/>

First person narratives that make great exemplars – these stories are also wonderful conversation starters or have your students do a compare and contrast paper. Another extension activity would be to create a presentation board in three sections – warning signs, actions and resolutions. Have each student work on the project and share the resolutions. See if they can be mixed and matched to work in different circumstances.

<http://www.schoolbullysolutions.com/>

We know the problems – here are some solutions for our students to investigate and try when they are bullied.



