



# **Bullying Prevention Program**

**Excerpted from Time to Act and Time to React**

# 1. The Bully Bowl

---

## Teacher Information

### Curriculum Connections

Developmental Guidance, Health

### Overview

This exercise is a fun way to introduce the following topics taught in this unit:

- Know what bullying is
- Know the signs of bullying
- Know why kids bully
- Know the effects of bullying
- Know school and family rules surrounding bullying
- Know how to obtain more information on bullying
- Know about cyberbullying

### Objective

Students will apply their understanding of bullying and the hows and whys of working together to stop this hurtful behavior.

### Requirements

This game can be used to reinforce previously taught knowledge, or it can be used as a review or a self-assessment. Bully Bowl can be played individually or in teams. It may be used to promote class discussion. Students may also use the questions to create their own scenario and present it to the class.

### Time

Bully Bowl can be played in 20–30 minutes.

### Materials

Print material with questions for the teacher to serve as the class manager of this activity

## Instruction

Explain to the students that they will be given the opportunity to apply their knowledge of bullying in the Bully Bowl game. To play, students should be divided into two teams (to foster new ties with other students, it would be beneficial to mix up the teams so that friends are not together). Before you begin playing, give them two minutes to come up with a team name.

Team A will pick a \$\$\$ question from one of the following categories: \$100 (easiest), \$200 (middle), and \$500 (difficult). If the team gives the correct true or false answer, it may choose another question. A scorekeeper must keep track of each team's score. After two questions Team B will be up. If Team B answers incorrectly, then it is Team A's turn again. Each team can have only two consecutive correct answers at one turn before it goes to the next team. The game ends when all questions are answered. The team with the highest score wins.

Keeping in the spirit of friendship, it might be fun to line up teams and give the "good game" handshake down the line.

	<b>Wisconsin's Model Academic Standards for Health Education</b>
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

# The Bully Bowl

## \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \$100 Questions \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

1. **Q**—Saying a kind word or spending time with a victim is a caring act on your part.  
**A—TRUE!** Good answer. We need to be a friend to others just as much as we need friends ourselves.
2. **Q**—Bullying always involves one person hitting another.  
**A—FALSE!** Great job. A bully can also cause hurt feelings, take possessions, keep you from joining in, or say bad things about a person to be hurtful. This person could also say he or she is your friend.
3. **Q**—It is important to tell an adult when you or another person is being bullied, because an adult can stop the bully from bullying.  
**A—TRUE!** Good job. Adults have ways to keep you safe and to help the bully learn that this is hurtful behavior.
4. **Q**—If you see someone being bullied, you should get in the bully’s face and shout as loud as you can, “Stop it!”  
**A—FALSE!** Excellent. This kind of confrontation could draw you into a fight. It would be better to quietly show your disapproval and go report the bullying to a teacher or another adult you trust.

## \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \$200 Questions \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

5. **Q**—Knowing the school rules about bullying can help you put a stop to bullying.  
**A—TRUE!** Way to go! Yes, knowing your school’s stand on bullying can empower you to:
  - (a) **R**ecognize the problem.
  - (b) **E**xplain or know your school’s rules.
    - A**ction—get help, report
    - C**are
    - T**alk to others
6. **Q**—Sending mean messages over the Internet is not bullying. After all, it is just words, and no one gets hurt.  
**A—FALSE!** Rumors spread over the Internet can hurt a person’s reputation and feelings. This is called cyberbullying.
7. **Q**—If you want to know more about bullying and how to ACT, your teacher is the only person to ask.

**A–FALSE!** You have many resources available to you. Your teacher would be happy to show you some good Web sites and books to assist you in learning more about bullying. Your school counselor, principal, parents, or any adult you trust can help you, too.

**8. Q**—Everyone looks up to a bully. Bullies wish they could make others afraid.

**A–FALSE!** That’s right! Actually, the opposite is true. It is disturbing to see a bully hurt someone. Most kids (85 out of 100) are against bullying. There is power in numbers!

**\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \$500 Questions \$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$**

**9. Q**—If someone is bullying you, keep it to yourself. There is nothing anyone can do about this situation.

**A–FALSE!** Good answer. If you don’t seek help through friends (power in numbers) or an adult, you give the bully the power to continue this unacceptable behavior. If it is a bully friend, it might be a good idea to consider ending the friendship. We will discuss this in a future lesson.

**10. Q**—Leaving someone out on purpose can be a type of bullying.

**A–TRUE!** Making a person feel lonely or sad is a type of bullying. Remember to treat others as you would like to be treated. Sometimes people who call themselves friends do this to show repeated power over another person.

**11. Q**—Spreading a rumor is a form of bullying.

**A–TRUE!** Way to go! Telling or repeating lies about another person is hurtful.

**12. Q**—When you accidentally hurt someone, this is called bullying.

**A–FALSE!** We all make mistakes. We must learn from them so we don’t repeat the same mistake again. If you accidentally hurt someone, you must acknowledge your mistake and apologize to the person you hurt.

**13. Q**—It is important to show you don’t approve of someone bullying another person.

**A–TRUE!** Great answer. Bullies like attention. You take away the bully’s power when you show your disapproval.

**14. Q**—Bullies always act alone.

**A–FALSE!** Sometimes two or more people bully another. Be careful you do not join in with the bullies. When more than one person is doing the bullying, it is still very wrong and you need to ACT.

**15. Q**—It really does no harm to say bad things about another person as long as that person doesn’t hear about it.

**A–FALSE!** Super. Remember to treat others as you would like to be treated. Would you like someone to say bad things about you? Gossip is hurtful.

**16. Q**—It is best to cheer a bully on. That way you know the bully will never pick on you.

**A—FALSE!** When you cheer the bully on, you give him or her more power to continue hurting others. We need to work together to put an end to bully behavior.

# **Student Instructions: The Bully Bowl**

---

**You have probably heard about bullying, what it is, who it affects, and what you can do to stop bullying in our schools.**

**Today you will be given the opportunity to apply your knowledge of bullying in the Bully Bowl game. We will form two teams to play. If you have a birthday between January and May, you will be on the first team. The remaining students will make up the second team. Before you begin playing, I will give you two minutes to come up with a team name.**

**Team A will pick a \$\$\$ question from the following categories: \$100 (easiest), \$200 (middle), and \$500 (difficult). If the team gives the correct true or false answer, it may choose another question. A scorekeeper must keep track of each team's score. After two questions Team B will be up. If Team B answers incorrectly, then it is Team A's turn again. Each team can have only two consecutive correct answers in one turn before it goes to the next team. The game ends when all questions are answered. The team with the highest score wins.**

---

<sup>1</sup> NICHD. (1998). *U.S. teens in our world*. [www.mchb.hrsa.gov](http://www.mchb.hrsa.gov)

# 2. ACT

---

## Teacher Information

### Curriculum Connections

Developmental Guidance, Health

### Overview

In this lesson you will explore what it takes to build a bully-free school. After brainstorming the actions that need to be done to stop bullying, the students will take the acronym “ACT” and develop a poster surrounding it. The student worksheet you helped the student fill out should look like this:

A—Action (What can you do? Get help, report, strength in numbers)

C—Care (Counseling, behavior management)

T—Talk to key adults and friends (Find others who also believe bullying is wrong)

### Objective

The students will apply their understanding of ACT in terms of bullying by creating a poster for their school.

### Requirements

In this lesson, students will discuss what has to be done to build a bully-free school. Students will learn the skill of ACT and develop a poster that addresses the components of ACT for their school, which will include the following:

1. What can you do if you or someone else is being bullied? (Example: Get help from an adult)—Action
2. What kinds of things can you do to change a bad situation? (Example: Get counseling)—Care
3. Look for supportive friends and adults who are not into bullying—Talk to key adults and friends

The students should take time to make a list of things in each of these categories. Students can use the second part of the ACT worksheet to gather their thoughts for their poster project.

### Time

This lesson will take one to two class periods to complete.

---

<sup>2</sup> Koscin, J. G., & Cullen, M. K. The GLSEN 2001 national school climate survey, ERIC ED 464978.

## Materials

Poster board, pictures that relate to the issue, and magic markers or crayons

## Instruction

It is important to cover the ACT skill with the students before they begin their poster assignment. With the students, brainstorm examples that fit your school and what students think needs to be done to build a bully-free school. Then connect the examples to each of the three letters in the acronym. Rules against bullying should also be discussed.

## Assessment Criteria

Answers will be scored on the following:

1. How well and completely the student fills out the ACT worksheet
2. How well and completely the student fills out the poster for a bully-free school

	<b>Wisconsin's Model Academic Standards for Health Education</b>
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

## Sample Response

*For the section on talking to others about bullying, I decided to do a collage with types of bullying. I found a picture of someone yelling at another person, two people fighting, someone online, and a picture of someone standing alone while others were playing a game of baseball. The saying I would use is, "I know a lot of friends who do not like this. Do you?"*

---

<sup>3</sup> Olweus, D. (2002, August). *Bully prevention: Research and strategies*. Presentation audiotaped at the Second National Technical Assistance Meeting: Leave No Child Behind, U.S. Department of Education, Office of Safe and Drug-Free Schools, Washington, DC.

# Handout: *ACT* to Stop Bullying

Name \_\_\_\_\_

**A** \_\_\_\_\_

**C** \_\_\_\_\_

**T** \_\_\_\_\_

# Handout: Bully-Free School Poster

**Action**

**Care**

**Talk to key adults and friends**

---

<sup>4</sup> U.S. Department of Education. (2003). *Exploring the nature and prevention of bullying*. Washington, DC: Author, p. 15.

# **Student Instructions: ACT**

---

We have been spending time looking at “if-then” statements and the impacts of what we do. Now we are going to look at what it might take to build a bully-free school. In this lesson we are going to take the letters we talked about in class called ACT and develop a poster surrounding them. Look at the worksheet you developed. It should look like this:

**A**–Action (What can you do? Get help, report, strength in numbers)

**C**–Care (Counseling, behavior management)

**T**–Talk to key adults and friends (Find others who also believe bullying is wrong)

Your major task is to create a poster about bullying. These are the things that need to be addressed in your poster:

- 1. What can you do if you or someone else is being bullied?  
(Example: Get help from an adult)–Action**
  
- 2. What kinds of things can you do to change a bad situation?  
(Example: Get counseling)–Care**
  
- 3. Look for supportive friends who are not into bullying–Talk to key adults and friends**

You should take time to make a list of things in each of these categories. You can use the second part of the ACT worksheet to gather your thoughts for your poster project.

---

# 3. Tattling versus Telling

---

## Teacher Information

### Curriculum Connections

Developmental Guidance

### Overview

If a school is going to build a bully-free environment and incorporate ACT, students must be made aware of the important differences between tattling and telling. It is important to ACT to report cases of bullying and not tattle for behaviors that have nothing to do with bullying but could get someone in trouble. This booster lesson explores this issue.

### Objective

Students will form an understanding of the differences between tattling and telling through role-playing activities.

### Requirements

Students in groups of three will develop either two scripts or two role-plays where tattling and telling are illustrated. They can either read or perform their skits in front of the class, and the students will decide if the story characters are tattling or telling depending on the issue present.

### Time

This lesson will take one class period to complete.

### Materials

Paper and writing materials

### Instruction

A discussion should take place about tattling versus telling in your class. This should be done after you review ACT and do the previous lesson on applying ACT to a school situation of bullying. **Tattling** usually deals with something trivial or not important, like, “Mom, Tommy’s always looking at me.” It is designed to get the person in trouble. It usually deals with a harmless behavior.

Then discuss the following things about **telling** in your class. It could deal with something that is dangerous, like being in a chat room without your parents knowing. It could be about something destructive, like vandalism. It could also relate to something immoral, like stealing. Then present the outline of what each group is going to do.

	<b>Wisconsin's Model Academic Standards for Health Education</b>
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

## Sample Response

Script #1: *This is a story about Beth. Beth is always critical of other people. She will tell the teacher, Mr. Smith, if anyone is talking too loud, if anyone stares at her, or if anyone says something she thinks is wrong. (Tattle)*

Script #2: *This is a story of Sam. After school you notice him in the teacher's parking lot walking between the cars and taking his time when he goes by Ms. Jones's car. The next day there is an announcement over the PA asking that anyone who saw a car being keyed last night please report to the office. You remember that Ms. Jones had just given Sam a three-day suspension for continually picking on and punching Mel in her math class. You decide to meet Ms. Jones in the office when Sam is in swimming class. You talk to Mel and convince him to join you. Mel and you tell Ms. Jones about what Sam did to Mel and what you observed after school yesterday. (Tell)*

# **Student Instructions: Tattling versus Telling**

---

**You have found out the following things about tattling in your class: It usually deals with something trivial or not important, like, “Mom, Tommy’s always looking at me.” It is designed to get the person in trouble. It usually deals with a harmless behavior.**

**You have found out the following things about telling in your class: It could deal with something that is dangerous, like being in a chat room without your parents knowing. It could be about something destructive, like vandalism. It could also relate to something immoral, like stealing. You tell someone who can make a difference to keep someone safe.**

**The task for you and two partners is to develop two scripts or mini-plays that illustrate a situation where tattling is occurring and a situation where telling is needed. In the telling scripts it is important to include the following:**

- ✓ Know where the individual could get more information**
- ✓ Demonstrate an intervention in a bullying situation**
- ✓ Demonstrate when to get adult help**

**The class will guess which one the group is illustrating.**

# 4. Let's ACT to Stop Bullying

---

## Teacher Information

### Curriculum Connections

Developmental Guidance, Health

### Overview

If students are going to build a bully-free school and incorporate ACT into their lifestyle, it is important to practice each of the components of ACT as they relate to various situations in a young person's life:

A—Action (What can you do? Get help, report, strength in numbers)

C—Care (Counseling, behavior management)

T—Talk to key adults and friends (Find others who also believe bullying is wrong)

### Objective

Students will collaborate with classmates to convey their knowledge of ACT by applying it to various scenarios.

### Requirements

Students in groups of six will develop a story with pictures that represent each of the components of ACT as a way of responding and dealing with the situation that they will be assigned to develop. They will then present their story to the rest of the class. You might lead a discussion about each story as a way of reviewing the importance of ACT to build a bully-free school.

### Time

This lesson will take one to two class periods to complete.

### Materials

Paper and writing and drawing materials

### Instruction

You should review ACT before each group starts to work on its story.

It will be important to review some key information about bullying in each of the stories, such as why kids bully, signs of bullying, effects of bullying on the victim, and what the rules are at your school.

# Assessment Criteria

Answers will be scored on the following:

1. How well and completely the group composes the story with supporting pictures
2. How completely each of the three components of ACT are presented in their answers

	<b>Wisconsin’s Model Academic Standards for Health Education</b>
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

## Sample Response

Story 1: Devon is always causing problems for Samantha in school. He is always saying things about her on the Internet. As Samantha’s friend, you want to ACT.

*Samantha decides to take action to end once and for all Devon’s cyberbullying. She first recognizes that this is bullying of the worst kind because her friends see his statements on their personal chat room. She decided to report this first to her parents by showing them what Devon was saying online and then copying the statements and bringing them to school. Her parents know that she has been upset by Devon’s statements and set up counseling sessions with the school counselor. Finally, she finds out her friends feel the same way she does about Devon, and they work together to have him stop his hurtful behavior.*

# Handout to Practice ACT

- 1. Devon is always causing problems for Samantha in school. He is always saying things about her on the Internet. As Samantha's friend, you want to ACT.**
- 2. LeBron has observed Richard vandalizing the school with pictures and words. LeBron does not like it and wants to ACT.**
- 3. Susan notices that Beth suddenly has a necklace like the one that LaToya reported lost. She is suspicious and wants to ACT.**
- 4. Mike is always looking for a fight. He is bigger than most of the other fourth graders. Carl is the one student who stands up to Mike's physical assaults on the playground.**
- 5. Jane believes Edie is affecting Karen's desire to come to school because she is always calling Karen names when she is there. Jane decides to ACT.**
- 6. Franko thinks that the students who come from Mexico are always picked on by a group of white kids. He and a group of friends want to ACT.**

## CITATIONS

- Arseneault, et al. (2006). Bullying victimization uniquely contributes to adjustment problems in young children: a nationally representative cohort study. *Pediatrics* (118:130-138).
- Borg, W.R. & Gall, M.D. (1989). *Educational research (5<sup>th</sup> edition)*. London: Longman Publishing.
- Jensen, J.M. & Dieterich, W.A. (2007). Effects of a skills-based prevention program on bullying and bully victimization among elementary school children. *Prevention Science* (vol. 8)
- Nansel, T.R. et al (2001). Bullying behaviors among US youth: prevalence and association with psychosocial adjustment. *Journal of the American Medical Association* (16: 2094-2100).
- National Education Association (2006)
- Olweus, D. (1994). Bullying at school: basic facts and effects of a school-based intervention program. *Journal of Child Psychology and Psychiatry* (35:1171-90).
- SPSS Incorporated (2005). *SPSS version 14.0*. Chicago: SPSS Incorporated.
- U.S. Department of Education (2003). *Exploring the nature and prevention of bullying*. Washington, D.C.
- Wisconsin Department of Public Instruction (2009a). *Bullying Prevention Curriculum: It's Time to Act, Units for Grades 3-5*, second edition. Madison, Wisconsin: Wisconsin DPI.
- Wisconsin Department of Public Instruction (2009b). *It's Time to React, Units for Grades 6-8 (2<sup>nd</sup> edition)*. Madison, Wisconsin: Wisconsin DPI.
- Wisconsin Department of Public Instruction. (2009c). Public enrollment by district by grade. [www.DPI.state.wi/lbstat/publicdata2](http://www.DPI.state.wi/lbstat/publicdata2).