

#12057

WHEN YOU SEE BULLYING HAPPEN: WHAT A BYSTANDER CAN DO

SUNBURST VISUAL MEDIA, 2005

Grade Level: 5–10

20 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#10832 OUT OF THE DANGER ZONE](#)

[#11375 BULLYING: NOT JUST A GUY THING](#)

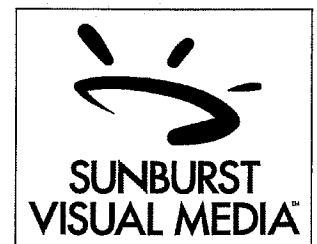
[#11625 THE TEEN FILES FLIPPED: BULLIES, LONERS AND VIOLENCE](#)



**When You See
Bullying Happen:
What A Bystander
Can Do
Grades 3-5**

health
character
respect
drugs
career
harassment
violence
bullying
responsibility
alcohol
conflict
anger

8741





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program running time: approximately 17 minutes

Introduction

Why Should Students View This Program?

Bullying, the singling out of one student by another for deliberate and repeated harassment, is hardly a new phenomenon. The challenge for educators has now become how much there is of it, especially in the elementary grades. While the majority of children are not bullies, the fact is that most have witnessed bullying by others and are aware of what goes on among their peers. Eighty-five percent of bullying incidents occur in front of other children, most of it below the radar screen of adults. Say researchers who have studied the problem, the presence of bystanders is directly related to the enduring persistence of bullying. Indeed, they say, by the very act of standing by, peers actively or passively encourage a bully's behavior. Some may side with the bully, others may do nothing for fear that the bully will turn on them, while still others may not know what to do.

Bullying incidents have been likened to live theater, with the onlookers playing the part of the audience. **When You See Bullying Happen: What a Bystander Can Do** makes clear to students the critical importance of trying out new behaviors whenever they see bullying happen, of taking an active rather than a passive role and of helping to put a stop to bullying. Using scenarios consistent with viewers' experience, the program describes a number of strategies students can use to safely intervene. Thought-provoking discussion questions and a wide range of suggested activities and reproducible handouts designed to reinforce the issues presented are found in this Teacher's Guide.

Learning Objectives

After viewing the program and completing the activities in the Guide, students will:

- be aware that when bullying happens, it involves not only the bully and the victim but also the people watching.
- recognize that if they laugh or just stand by when someone is being bullied, they become part of the problem.

- learn that as bystanders, they are in a key position to get a bully to stop.
- learn a number of safe intervention strategies for stopping bullies and helping victims.
- discover that bullies can be more easily convinced to back down when confronted by a group.
- understand that when they are unable to stop a bully by themselves, the right thing to do is to call on a trusted grown-up for help.

Program Content

The program consists of four scenarios, each outlining a different strategy bystanders can use in different situations to put a stop to bullying. First explaining that when bullying happens, most bystanders don't know what to do, the program's young actor hosts announce the intent of the program, to empower viewers with strategies for intervening. The hosts describe bullying incidents they have witnessed and what they did to get a bully to stop harassing a victim.

Emphasized throughout is the importance of bystanders taking an active role in preventing bullying from occurring and reporting bullying incidents to adults when they can't handle the situation safely themselves.

Pre-Viewing Questions

- How would you define bullying? Is there a single definition?
- Have you ever been present when someone was being bullied? What, if anything, did you do?
- Is there anything you think you could do to stop a bully from picking on someone? What would it be?

Program Summary

The program opens with short clips that make clear that bullying can happen anywhere students gather—at the park, in school, or on the playground. Taking turns, the program's hosts—Kendra, Zach, and Stephanie—then ask viewers a series of questions: Have they ever stood by and watched while someone was being bullied? Did they do anything about it? Would they even know what to do? Noting that most people don't know either, the three announce their intention to help viewers out.

Part 1: Tell How You Feel

In this scenario, Kendra recounts how at the bus stop, as she and other kids stood by watching, Emma would bully Ally time after time. Sometimes everyone laughed, Kendra says, but as the bullying grew meaner, she began to feel sorry for Ally. When she suggested to the other kids that maybe they should say something to Emma, not one of them agreed, saying they didn't want Emma picking on them.

As Kendra tells the story, she couldn't stop thinking about Ally. Fortunately, her brother Jake notices her moodiness. After learning the reason, he points out something Kendra doesn't realize, that when you see someone being teased or bullied, you either help the bully or you help the victim. Whether you laugh or don't laugh, he explains, either way you're encouraging the bully.

If you want to help Ally, Jake goes on, why not talk to Emma? Pointing out that Emma is, after all, a good friend, he advises Kendra to pick a good time to talk to ask Emma how she would feel if someone bullied her, and to let Emma know how she, Kendra, feels about Emma's bullying. Taking Jake's advice, Kendra tells Emma how she feels. And not wanting to have a reputation as a bully, Emma is glad Kendra spoke up. As Kendra tells viewers, laughing when someone is being bullied only adds to the problem, while speaking up to the bully about how you feel works. *A set of discussion questions appear on screen.*

Part 2: Stand Up Together

At sleepaway camp, all the boys in Zach's bunk get along well, until Sam decides to play what he calls funny tricks on Nate. First, without the other boys objecting, he gets Nate lost in the woods. This upsets Zach, but since Nate is found by a counselor and gets back safely, Zach and the others are relieved. But when Sam suggests they play another trick, dotting Nate's face with red magic marker while he sleeps, Zach objects to the trick, and tells Sam so. The result is that Sam gets mad and tells Zach he'll be sorry if he says anything.

Zach doesn't say anything, so Sam is able to carry out his plan without interference and has a good laugh when Nate awakes and sees himself in a mirror. Now Zach and the others know that it's time to do something about Sam's bullying, but what? None of them had wanted to be the one to tell Sam to stop because they were sure he would start picking on them. So Zach comes up with the idea of approaching Sam as a group. Finding strength in numbers, but without using physical force, they tell Sam that he isn't funny and that his bullying has to stop. Because they stand up as a group, Sam gets the message. *A set of discussion questions appear on screen.*

Part 3: Walk Away

Stephanie's tale of bullying involves Jessica, who likes to pick on everyone, especially Megan. One day on the playground, Jessica grabs Megan's sweater and refuses to give it back. Megan tries to snatch the sweater back, but Jessica pushes her to the ground. At this point, their teacher Mr. Hernandez appears, wanting to know why Megan's on the ground. Too frightened to say anything, Megan stammers that she fell.

Because she feels so bad for Megan, Stephanie's first impulse is to tell Mr. Hernandez in private what happened. But after making the excuse that she needs her backpack from the classroom, she begins to be afraid that Jessica would come after her, too. Fortunately, Mr. Hernandez realizes something is wrong. Meeting Stephanie later, he asks whether Stephanie has something to tell him. "Maybe I can help," Mr. Hernandez says.

So Stephanie pours out the story of how Jessica is always picking on Megan, who tries to ignore Jessica, but finds it hard to do. What Mr. Hernandez suggests is that Stephanie can help Megan by getting her away from Jessica. Lead her away on some pretext, he advises, or pull her along with you if necessary. The idea, Mr. Hernandez explains, is to get the person being picked on away from the bully. “It’s hard to pick on someone who isn’t there,” he adds. And the next time Jessica bullies Megan, Stephanie acts on Mr. Hernandez’s advice, and finds that it works. *A set of discussion questions appear on screen.*

Part 4: Tell An Adult

Kendra, Stephanie, and Zach next tell viewers about how every morning a bunch of older kids stand outside the school and pick on Eric, a younger kid in their grade. Kendra, Stephanie, and Zach want to help Eric, but they are afraid to speak up and don’t know what to do. Remembering her brother Jake’s advice that if you don’t do something when you see someone being bullied, you’re helping the bully, Kendra suggests they tell Mr. Hernandez.

“Isn’t that like tattling?” Zach asks. No, argues Stephanie, tattling is getting someone into trouble. What the three of them want to do is get someone out of trouble. Although Zach is reluctant at first to join in, the three kids decide to go to Mr. Hernandez, who tells them they did the right thing—telling an adult they trust. *The final set of discussion questions appear on screen.* To conclude the program, Kendra, Stephanie and Zach review all the ideas for preventing bullying.

Guidelines for Discussion

Group discussion is an invaluable way to explore ideas and issues, foster creativity, and build communication and social skills. The following guidelines can help you maintain a “discussion-friendly” classroom:

Create a climate of openness and acceptance.

Encourage students to show respect for the opinions of others and model this behavior yourself.

Establish ground rules.

Students can participate in formulating the rules for discussion. Rules will vary, but should include some of these general principles:

- No putdowns, ridicule or sarcasm.
- Everyone may speak without interruption.
- Everyone has the right to pass.

Guard against inappropriate self-disclosure.

An intense discussion may lead students to reveal inappropriate information about themselves or others. Sensitivity and vigilance can help you head off such revelations.

Probe behind the neat and tidy answers.

Children are good at telling adults what they think adults want to hear. To find out what students really think, it is often helpful to prolong discussion time and encourage greater depth. Offer a “What if...?”; bring out issues such as fairness, justice, intent or lack of it, and so on. Children have a remarkable capacity to discern complexities and subtleties, and their discussions can be very rich.

Discussion Questions

Questions marked with an asterisk (*) are questions as they appear on screen in DVD format.

Part 1: Tell How You Feel

- (1*) Why do you think some kids go along with a bully?
- (2) Have you ever been in a situation where you saw someone being bullied? What, if anything, did you do? Without using names, describe the situation and its outcome.
- (3) Why do you think the other kids would not go along when Kendra suggested they say something to Emma?
- (4*) Do you agree that if you stand by and do nothing then you are encouraging the bully? Why or why not?
- (5) Kendra took Jake's advice and told Emma how she felt about her bullying of Ally. Why do you think this worked?

Part 2: Stand Up Together

- (6) What was Zach's response when Sam suggested they play a joke on Nate? Why did he go along with it in the end?
- (7) Was Zach right to think the trick was okay because nothing really bad happened to Nate? Why or why not?
- (8) What did Sam tell Zach when Zach said he didn't like the idea of drawing dots on Nate's face? Why was Sam's threat effective?
- (9) What do you think of Zach's plan to have the kids confront Sam as a group?
- (10*) Why is it that a group of people acting together against a bully works better than one person acting alone?

- (11) Why do you think Sam insisted that he was only playing jokes? Why is this kind of joke not cool?
- (12*) Have you ever been part of a group who stood up to a bully? What happened? Did the group act without getting physical?

Part 3: Walk Away

- (13) Jessica pushed Megan to the ground when she tried to get her sweater back. Why do you think Megan told Mr. Hernandez that she fell? Would you blame Megan for not telling on Jessica? Why or why not?
- (14*) Why do you think Stephanie didn't tell Mr. Hernandez that Jessica pushed Megan on the playground? What would you have done?
- (15) Would you blame Stephanie for telling on Jessica?
- (16) What do you think made Mr. Hernandez sure that something was wrong?
- (17) What did Megan do to try to get away from Jessica? Why wasn't it too effective?
- (18) What are some of the steps Mr. Hernandez suggested Stephanie could take to help Megan?
- (19) Can you see yourself using one of these suggestions to help someone get away from a bully? What steps would you take?
- (20*) Have you ever been in a position to help someone get away from a bully by being an ally to that person? Were you successful? Describe the situation.

Part 4: Tell An Adult

- (21) Describe the problem Eric was facing. Have you ever watched a situation like this? How did it make you feel? Did you do anything? Why or why not?
- (22) What did Kendra say to convince Zach and Stephanie to talk to Mr. Hernandez?

- (23*) Why is it important in a situation like this to tell an adult what's happening?
- (24) Do you think Zach was right when he said telling Mr. Hernandez was tattling? Why or why not?
- (25*) What is the difference between telling and tattling? Do you agree that talking to Mr. Hernandez was not tattling? Explain.
- (26) Have you ever turned to a trusted adult because of a bullying situation? Who did you talk to? How did it help in the situation?
- (27*) What did you learn from this program? Did you realize before you watched it how bystanders contribute to bullying?
- (28*) What can YOU do to stop bullying in your school? What can all the students acting together do to stop bullying?

Bulletin Board Starters



Invite students to create a comic strip illustrating one of the strategies for stopping a bully demonstrated in the program. Have students cut a sheet of white paper in half horizontally and paste the two narrow ends together. Have them draw a series of three or four picture panels to tell a story in which a bystander uses *Tell How You Feel*, *Stand Up Together*, *Walk Away*, or *Tell an Adult* as a strategy for stopping a bully. Have them use “speech bubbles” to move their story along. Display the finished comic strips on the bulletin board.



In large letters, write “School Anti-Bullying Rules” on a large piece of oaktag and tack it to the bulletin board. Write “Do...” on one side of the poster, and “Don’t...” on the other. Invite students to brainstorm and come up with Do’s and Don’ts they, as bystanders, think could help prevent bullying. To help students begin, suggest as examples “Do treat other people as you would like them to treat you,” and “Don’t laugh.” Allow the poster to remain on the bulletin board to enable students to add more rules as they think them up.



Provide students with old magazines and newspapers and let them find pictures of grown-ups they think they can call on for help when they see bullying happen but are afraid or unable to stop it. Such grown-ups might include a parent, teacher, police officer, school crossing guard, or school nurse. Have students arrange a collage of these pictures on the bulletin board under the heading “Helpers.”



Haiku is a form of Japanese poetry that consists of seventeen syllables in three lines. The first line has five syllables, the second has seven syllables, and the third has five syllables. Have students write a haiku describing what they as a bystander could do when they see bullying happening. Display the finished poems on the bulletin board.

Suggested Activities

Language Arts; Communication

Have students brainstorm a list of bullying behaviors they have seen happen. Following the “Guidelines for Discussion” lead a discussion on the following topics: why bullies do the things they do, and whether students think bullies like to have an audience when they engage in bullying. Invite students to express how they feel when they see someone being bullied, and what, if anything, might keep them from making the bully stop. *(Note: In their enthusiasm for discussing their experiences, children may inadvertently reveal personal information. Handle the discussion in such a way as to ward off any inappropriate self-disclosure.)*

Language Arts; Creative Expression

Have students create their own finger or stick boy or girl puppets using old socks, mittens or tongue depressors, and decorating them with buttons, scraps of felt or wool, or any other material on hand. Divide students into groups of three or four. Have each group use their puppets to role-play one of the program’s scenarios, or a situation they make up themselves, to demonstrate for the rest of the class what bystanders can do to stop a bully.

Language Arts; Reading

Ask students to select and read one of the books of fiction from the Suggested Reading section of this Guide, or ask their school or local librarian for a recommendation for a book on bullying and what a bystander could do to prevent it from happening. Have them give an oral or written report to the class. Tell them that as they read, they should think about the following questions.

- Describe the bullying incident as it happened in the story.
- Were there bystanders to the bullying? Did they encourage the bully by their silence or laughter?
- Were the bystanders any help to the victim?
- Would any of the strategies for bystanders presented in the program have helped the victim? Which one?

Language Arts; Math

Children's television shows are full of characters who bully others in front of one or more bystanders. Have students watch a favorite half-hour cartoon or other show each day for a week. Have them tally the number of times someone got bullied in front of bystanders, the number of times bystanders encouraged a bully by laughing or remaining silent, and the number of times bystanders took action to stop a bully. When students bring their tallies to class, have them create graphs showing their results. Students can also combine their results in a whole class graph.

Language Arts; Creative Expression

Role-playing, the process of imagining oneself in a situation one can identify with and then acting it out, can be invaluable in helping students see that bullying is not an insurmountable problem and that bystanders can make a difference. As students invent dialogue in the nonthreatening environment of the classroom, they will be practicing how as bystanders they can respond to a bully instead of ignoring what's happening or acting as though it doesn't affect them.

Divide interested students into groups of three or four and have each group select one of the situations below, or other situations you and your students may think of, and invent dialogue. Remind students that role-plays are open-ended and need not have a pat solution or happy ending. Here are some guidelines to help you facilitate successful role-playing sessions:

- Create a positive climate by stressing that judging and criticism are not allowed.
- Keep role plays brief. Two or three minutes is probably long enough.
- Choose participants who consent. If a student is reluctant to perform in front of a large group, ask her or him to try a minor role.
- Keep comments constructive. Ask students to focus on the characters and problem and ask, "What else could he/she have done or said?" rather than "What was wrong with that solution?"
- Guard against inappropriate self-disclosure. Stop the role-playing if students reveal things they might later regret.
- Follow up by having students discuss each role-play as actors finish. You can repeat any role-play by switching groups.

Role-Plays

- (1) On the school bus, one kid keeps bullying another kid. Today he grabs the kid's backpack and won't give it back until the kid gives him a dollar.
What could you as a bystander do? What can you say?
- (2) A girl in your class keeps picking on this one girl, getting a laugh out of bystanders by making fun of her clothes.
What could you as a bystander do? What can you say?
- (3) In the cafeteria, a girl who's always bullying others sticks her foot out and trips another girl, who drops her tray. A teacher wants to know what's going on, but no one who's seen the incident speaks up.
What could you as a bystander do? What can you say?
- (4) A kid in your group has made another kid in your group a target and keeps picking on him/her. *What could you and the other kids in the group do? What can you say?*
- (5) One of your teammates bumped into a kid on the opposing team a little too hard. Now you've learned that the kid who was bumped is threatening to "get" your teammate. *What could you do? What could you say?*

Send-Home Page

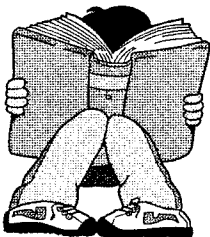
Dear Family Member:

Your child has viewed a program called **When You See Bullying Happen: What a Bystander Can Do**. Bullying by young people can have serious consequences. While the majority of children are neither bullies nor targets, most have witnessed bullying by others and are aware of what goes on among their peers. This program is designed to encourage students not to stand by when they see someone being bullied. Its goal is to teach safe intervention strategies that students can use so that they can play an active role in preventing bullying.

Children are often fearful of confronting a bully because they don't think speaking up will help, or they fear the bully will turn on them. Taking off from the premise that bystanders have it in their power to prevent bullying, the program makes it clear to students that their own behavior can encourage or discourage a bully. To this end, the program suggests that students can:

- in private, tell a bully whom they know that they don't like what's going on.
- get other bystanders to confront a bully in a nonviolent way as a group.
- help the victim to get away from a bully.
- reach out to the targets of bullying and include them in their own activities.
- call on a trusted adult for help, especially if they think a bully might be a danger to them.

Use these strategies as a jumping-off point for a discussion with your child about the role he/she can play as a bystander. Explain that when a majority of kids stand up to support a victim of bullying, they help to create a safe and caring school environment. Two books you may want to read with your child are:



Elizabeth Verdick, editor. *Bullies Are a Pain in the Brain*.
Free Spirit Publishers, 1997.

Steve Myers and Pete Sanders. *Bullying (What Do You Know About?)*
Copper Beech Books, 1996.

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When Bullying Happens



When bullying happens, it doesn't involve just the bully and the target. Bullying can also involve a bystander, a person who sees it happen. Think about a time when you saw someone being bullied. Then answer the questions.

Have you ever seen someone being bullied? Circle **YES** or **NO**

?

If yes, describe what happened?

?

?

How did it make you feel?

?

?

What, if anything, could you have done to stop it?

?

Kendra's Story

Make a storybook about how Kendra stopped Emma from bullying Ally.

<p>1</p> <p>Emma bullies Ally every chance she gets. She thinks she is funny.</p>	<p>2</p> <p>Kendra wants the kids to speak up, but they are afraid Emma will start to bully them.</p>
<p>3</p> <p>Kendra feels sorry for Ally, but she doesn't know how to stop Emma.</p>	<p>4</p> <p>Her older brother Jake says, "As a friend, tell Emma how you feel."</p>
<p>5</p> <p>Kendra tells Emma that no one thinks she's funny, only that she's a bully.</p>	<p>6</p> <p>Emma doesn't want to be known as a bully. She decides to stop bullying Ally.</p>

How It Feels



Using the words in the Word Box, make a list of the feelings that you think describe how a person might feel when being bullied.

_____	_____
_____	_____
_____	_____
_____	_____

Now make a list of the feelings from the Word Box that describe how you would feel as a bystander seeing someone bullied.

_____	_____
_____	_____
_____	_____
_____	_____

WORD BOX

angry

sorry

worried

outraged

upset

embarrassed

excited

ashamed

unhappy

distressed

curious

scared

threatened

indifferent

interested

Say How You Feel



Bystanders don't bully, but they can become part of the problem if they laugh or fail to say anything. One way to stop a bully is to tell them how you feel. Here are some tips to keep in mind.



Pick a good time and place to talk, when no other kids are around.



Tell the bully how you feel. Remain calm and reasonable.



Focus on the problem, not the person.

For example, say: "It's not nice to pick on Mary."

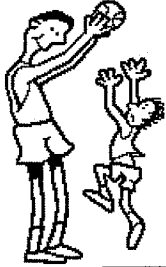
Not: "You are so mean to pick on Mary."



Ask the bully how they might feel if someone bullied them.



Tell the bully what you would like to see happen.



Think about a time when you saw someone you know bullying one of your friends. How did it make you feel? Were you able to get the bully to stop? Describe what happened and the outcome. You may also draw a picture of what happened on the back of this paper.

[The page contains faint horizontal lines indicating it was part of a lined notebook.]

Zach's Story

Zach was upset when he saw how Sam was bullying Nate. The sentences below tell Zach's story, but they are out of order. Number them from 1 to 12 so that they tell a story that makes sense.

1. _____ Zach said, "If we all stick together, we can stop Sam."
2. _____ When Nate woke up and saw the red dots on his face, he was very upset. Sam laughed and laughed.
3. _____ Sam said, "I'll tell Nate to pick up papers near the stream. Then we'll all run back to camp."
4. _____ Then Sam had another "funny" idea, to put red dots on Nate's face while he slept.
5. _____ The boys in Zach's bunk got along well until Sam began to play tricks on Nate.
6. _____ All the other kids were afraid of Sam. They didn't want him to pick on them.
7. _____ Zach didn't like Sam's trick. But because Nate got back safely, he thought it was okay.
8. _____ Together, they told Sam he had to stop picking on Nate. They got him to stop.
9. _____ Zach asked the other kids what they could do to stop Sam from bullying Nate.
10. _____ Sam played the first trick when the boys were cleaning up around the camp.
11. _____ Zach didn't like this idea. But Sam told him, "You better not say anything, or you'll be sorry."
12. _____ When Zach said Nate might get lost, Sam said, "But it will be funny."

How Much Courage?

The kids in Zach's bunk wanted to stop Sam from bullying Nate, but they were too scared to tell him. In each of the following situations, check the degree of courage you think you would need to speak up, then write one or two sentences telling why.

How much courage would it take for you to...



stand up by yourself against a bully when you see someone being picked on?

☐

a little

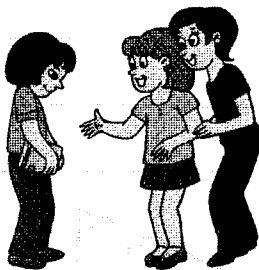
☐

some

☐

a lot

How much courage would it take for you to...



stand up as part of a group against a bully when you see someone being picked on?

☐

a little

☐

some

☐

a lot

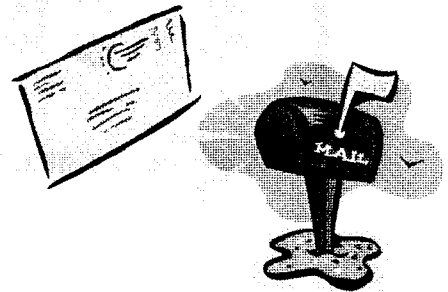
When confronted by Zach and the other kids, Sam said, “I was just joking.” Write a letter to Sam and tell him why being bullied is not a joke. Tell him how you and all the other kids feel about the kind of “tricks” he likes to play.

date _____

Dear Sam,

[The page contains faint horizontal lines and illegible markings.]

Your friend,



Stephanie's Story

Use the words in the Word Box to fill in the blanks and tell Stephanie's story.

playground	try	not there	happened	refuses	bully
sweater	afraid	help	grabs	fell	picking
going on	victim	along	time	ground	walk away

At Stephanie's school, there's a _____ named Jessica. Her favorite _____ is Megan. She picks on Megan on the _____.

In front of Stephanie and the other kids, Jessica _____ Megan's sweater. When Megan wants it back, Jessica _____ to give it to her.

Megan tries to grab the _____ back, but Jessica pushes her to the _____ . Mr. Hernandez comes over. "What's _____

here?" he asks. Megan is _____ of Jessica. She tells Mr. Hernandez she _____ .

Stephanie wants to tell Mr. Hernandez what _____ . But she is afraid of Jessica, too. Mr. Hernandez tells Stephanie he wants to _____ . Stephanie confides that Jessica was _____ on Megan again. She says it happens all the _____ . Mr. Hernandez says Stephanie can help Megan _____

from Jessica. She suggests how Stephanie do it. "Lead her away, or even pull her _____ ," Mr. Hernandez says. "The idea is to get the victim away from the bully," Mr. Hernandez adds. "It's hard to pick on someone who is _____ ." Stephanie says, "Next time I'll _____ that." And she does.

Stephanie's Story

Use the words in the Word Box to fill in the blanks and tell Stephanie's story.

playground	try	not there	happened	refuses	bully
sweater	afraid	help	grabs	fell	icking
going on	victim	along	time	ground	walk away

At Stephanie's school, there's a bully named Jessica. Her favorite victim is Megan. She picks on Megan on the playground. In front of Stephanie and the other kids, Jessica grabs Megan's sweater. When Megan wants it back, Jessica refuses to give it to her. Megan tries to grab the sweater back, but Jessica pushes her to the ground. Mr. Hernandez comes over. "What's going on here?" he asks. Megan is afraid of Jessica. She tells Mr. Hernandez she fell.

Stephanie wants to tell Mr. Hernandez what happened. But she is afraid of Jessica, too. Mr. Hernandez tells Stephanie he wants to help. Stephanie confides that Jessica was picking on Megan again. She says it happens all the time. Mr. Hernandez says Stephanie can help Megan walk away from Jessica. She suggests how Stephanie do it. "Lead her away, or even pull her along," Mr. Hernandez says. "The idea is to get the victim away from the bully," Mr. Hernandez adds. "It's hard to pick on someone who is not there." Stephanie says, "Next time I'll try that." And she does.

Agree? Disagree?

When bullying happens, it involves not only the bully and victim, but also those who are standing by. Many bullies want and need an audience. Without others watching, they can't show their power. Read the statements below and mark whether you **Agree** or **Disagree**. Then get together with a partner or small group to compare and discuss your answers.

Agree**Disagree**☐☐

1. If you stand by and do nothing when you see bullying happen, it means you approve of the bully's actions.

☐☐

2. People who see bullying going on are much more likely to encourage the bully than help the victim.

☐☐

3. Bystanders may be afraid to speak up because they are afraid the bully will turn on them.

☐☐

4. Bystanders may not speak up because they don't think it will help.

☐☐

5. Bullies want an audience so that people can see them as strong.

☐☐

6. Bystanders who laugh or don't do anything are as responsible for the bullying as the bully is.

☐☐

7. If just one person tells a bully to stop, chances are good the bully will stop.

Put a Stop to Bullying

Bystanders don't bully, but they do have a role to play. How you behave as a bystander can encourage or discourage a bully. Here are some steps to take to help you put a stop to bullying.

**Don't watch quietly or cheer the bully on.**

It only makes the bully feel stronger.

**If you know the bully, take him/her aside to say how you feel.**

Tell the bully, "That's not funny!" or "Cool it. This isn't going to solve anything," or "How would you like it if someone did that to you?"

**Get other bystanders to stand up to the bully as a group.**

There's strength in numbers. But use your words, don't get physical.

**Get the bully's target away from the bully.**

It's hard to bully someone who isn't there.

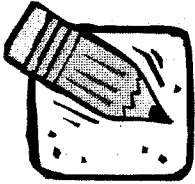
**Report the bullying.**

If standing up to a bully seems dangerous, tell an adult you trust.
It's not tattling.

**Reach out to the target.**

Be a friend. Include the target of bullying in your activities.





What do you see as the difference between telling and tattling? Write a short composition. Be sure to give examples to prove your point.

[illegible]

Who Would You Turn To?



Eric was being bullied by older kids. Kendra, Zach and Stephanie were afraid to confront the bullies, so they turned to Mr. Hernandez for help. Think of one or two grown-ups who could help you if you felt you needed to report a bullying situation. Write a reason saying why you would choose them.



I could get help from _____

because



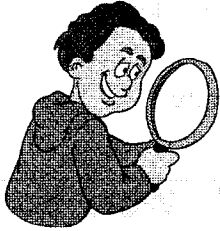
I could also get help from _____



because



Hidden Words



All the words in the Word Box are hiding in the puzzle below.

Circle each word you find.

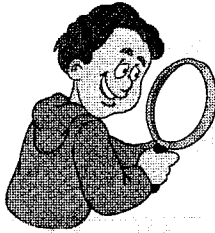
Words can be found horizontally, vertically, or diagonally.

S	R	X	H	P	O	W	E	R	M	K	W	C	Z
H	A	U	D	I	E	N	C	E	J	U	S	O	A
C	E	B	O	I	F	A	X	R	P	L	A	U	S
R	R	L	I	B	Y	S	T	A	N	D	E	R	Y
Q	T	O	P	U	V	T	S	F	A	F	J	A	T
T	A	T	T	L	I	N	G	R	H	R	I	G	E
A	R	E	N	L	C	B	J	A	J	I	O	E	L
D	G	A	K	Y	T	U	S	I	L	E	N	T	L
U	E	S	F	I	I	I	D	D	V	N	S	O	I
L	T	E	V	N	M	U	A	I	N	D	T	L	N
T	U	S	S	G	R	O	U	P	C	S	O	Y	G
G	B	Z	T	O	G	E	T	H	E	R	P	S	C
T	R	I	C	K	S	R	M	M	L	J	O	K	E
T	S	M	R	E	S	P	O	N	S	I	B	L	E

Word Box

courage
 bullying
 bystander
 friends
 audience
 adult
 tattling
 joke
 together
 tricks
 telling
 afraid
 power
 group
 stop
 silent
 tease
 help
 victim
 responsible
 stop
 target

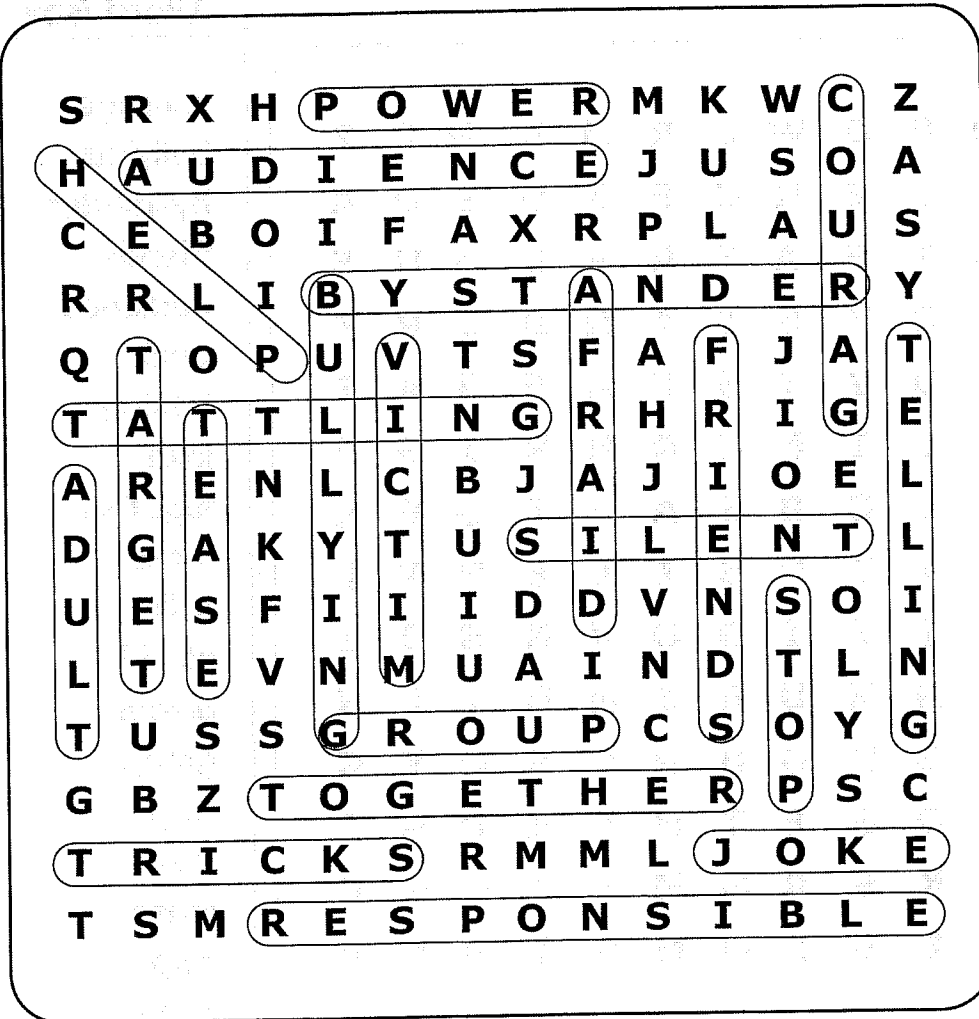
Hidden Words



All the words in the Word Box are hiding in the puzzle below.

Circle each word you find.

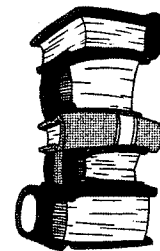
Words can be found horizontally, vertically, or diagonally



Word Box

courage
bullying
bystander
friends
audience
adult
tattling
joke
together
tricks
telling
afraid
power
group
stop
silent
tease
help
victim
responsible
stop
target

Suggested Reading



General Reading for Educators and Parents

Alexander, Jenny. *Bullying: Practical and Easy-to-Follow Advice*. Penguin USA, 1998. A guide to handling this huge problem.

Beane, Allen L. *The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8*. Free Spirit Publishing, 1999. Practical and effective strategies for coping with bullying behavior, encouraging parent involvement, and making classrooms more peaceful.

Coloroso, Barbara. *The Bully, The Bullied, and the Bystander, From Pre-School to High School: How Parents and Teachers Can Help Break the Cycle of Violence*. HarperResource, 2000. Calling bullying “learned behavior,” illuminates the interplay that goes on between the bully, the bullied, and the bystander, and analyzes ways to stop each of these behaviors.

Cooper, Scott. *Sticks and Stones: 7 Ways Your Child Can Deal With Teasing, Conflict and Other Hard Times*. Random House, 2000. How parents can help their children learn to speak up for themselves assertively, gently, and effectively.

Dellasega, Cheryl and Charisse Nixon. *Girl Wars: 12 Strategies That Will End Female Bullying*. Simon & Schuster, 2003. Girls want to help each other and form positive relationships, say the authors, and all they need is guidance from concerned adults to show them how.

Freedman, Judy S. *Easing the Teasing: Helping Your Child Deal With Name-Calling, Ridicule, and Verbal Bullying*. Contemporary Books, 2002. How to help children deal effectively with painful teasing and develop lifelong coping skills.

Harris, Sandra, et al. *Bullying: The Bullies, The Victims, The Bystanders*. Rowan & Littlefield, 2003. How bullying can affect the entire school population.

Hazler, Richard J. *Breaking the Cycle of Violence: Interventions for Bullying and Victimization*. Taylor & Francis, 1996. Explores the issues and people involved in bullying, provides hands-on actions that school personnel, parents, bullies, victims and bystanders can use to help break the cycle.

Hazler, Richard J. "Bystanders: An Overlooked Factor in Peer-on-Peer Abuse." *Journal for the Professional Counselor*, Vol. 11, No. 2, pp.11-19.

Hoover, John H. and Ronald Oliver. *Bullying Prevention Handbook*. National Educational Service, 1997. A comprehensive tool for understanding, preventing, and reducing day-to-day bullying.

McNamara, Barry E. *Keys to Dealing with Bullies*. Barrons Educational Series, 1997. Designed for parents, describes the patterns, underlying causes, and long-term effects of bullying, and offers specific suggestions for curbing bullying.

Olweus, Dan. *Bullying at School: What We Know and What We Can Do*. Blackwell Publishers, 1993. Some guidelines from an expert.

Ross, Dorothea M. *Childhood Bullying and Teasing: What School Personnel, Other Professionals and Parents Can Do*. American Counseling Association, 1996. Packed with useful, well-reasoned information.

Sharp, Sonia and Peter K. Smith, Editors. *Tackling Bullying in Your School: A Practical Handbook for Teachers*. Routledge, 1994. Practical suggestions from a variety of sources.

Stein, Nan. *Bully-Proof: A Teacher's Guide on Teasing and Bullying for Use With Fourth and Fifth Grade Students*. National Educational Association, 1996. Eleven core lessons plus teaching tips.

Sullivan, Keith. *The Anti-Bullying Handbook*. Oxford University Press, 2000. An overview of bullying and what is needed to solve the problem.

Fiction for Grades 3 to 5

Amos, Janine. *Bully*. Benchmark Books, 1995. Three stories of young children who get angry and pick on someone, provides a good springboard for discussion.

Blume, Judy. *Blubber*. Dell, 1974. Having engaged in bullying herself, Jill hates it when the tables are turned.

Byars, Betsy. *The Eighteenth Emergency*. Viking, 1996. When the toughest boy in school swears to kill him, 12-year-old Mouse finds his friends of little help and must prepare for this emergency alone.

Carrick, Carol. *What a Wimp!* Clarion Books, 1983. It takes time, but Barney finally realizes that facing up to Lenny's bullying is something he must do on his own.

Conford, Ellen. *Revenge of the Incredible Dr. Rancid and His Youthful Assistant, Jeffrey*. Little, Brown, 1980. An eleven-year-old boy uses his secret diary in his attempt to cope with the class bully.

Clements, Andrew. *Jake Drake Bully Buster*. Thorndike Press, 2002. In the past, fourth-grader Jake has found himself a magnet for bullies. Now he reminisces about his experiences in second grade with Superbully Link Baxter, who tormented Jake until the two were teamed up for a Thanksgiving project.

DeClements, Barthe. *Nothing's Fair in Fifth Grade*. Puffin, 1990. Elsie Edwards is the new girl in school and the butt of her class because of her weight problem, until her classmates' dislike turns to acceptance.

Estes, Eleanor. *The Hundred Dresses*. Harcourt Brace Jovanovich, 1977. In this classic story, Maddy reluctantly joins in the teasing of Wanda, an outsider in her class. But her conscience needles her too late, after Wanda has moved away.

Giff, Patricia Reilly. *Matthew Jackson Meets the Wall*. Delacorte, 1990. Matthew nervously anticipates his first day at his new school after a neighbor warns him about the Wall, a bully who loves to give out bloody noses.

Ludwig, Trudy. *My Secret Bully*. Riverwood Press, 2004. Emotional bullies use relationships, words and gestures as their weapons of attack. Inspirational story shows victims of emotional bullying that they are not alone; includes an important resource to help parents.

Millman, Dan. *Secret of the Peaceful Warrior: A Story About Courage and Love*. H.J. Kramer, 1991. When his family moves to a new neighborhood, Danny finds himself confronted by a bully.

Moss, Marissa. *Amelia Takes Command*. Pleasant Company, 1999. As fifth grade begins, Amelia's journal details her struggles with two unexpected problems: a fickle friend and a constant bully.

Myers, Bill. *The Incredible Worlds of Wally Mcdoogle: #1 My Life as a Smashed Burrito*. Thomas Nelson, 1993. Twelve-year-old Wally is forced to stand up to the camp's number one bully.

Robinson, Nancy. *Wendy and the Bullies*. Hastings House, 1987. Fearing the bullies they find all around them, Wendy and her friend Karen dream up a number of elaborate strategies for ridding themselves of bullies forever.

Shreve, Susan. *Joshua T. Bates Takes Charge*. Knopf, 1993. When a bully starts tormenting Joshua's new friend, Joshua must decide what to do.

Spinelli, Jerry. *Fourth Grade Rats*. Scholastic, 1991. Suds tries to impress Joey by imitating Joey's rebellious and bullying behavior, and learns an important lesson about growing up.

Stolz, Mary. *The Bully of Barkham Street*. Harper & Row, 1963. Why Martin Hastings turned into a bully and how he ceased to be one.

Wilson, Jacqueline. *Bad Girls*. Delacorte Press, 2001. Feeling herself an ugly duckling, 10-year-old Mandy finds it hard to cope with ongoing taunts from beautiful, raven-haired Kim, the school bully.

Yep, Laurence. *Cockroach Cooties*. Hyperion Press, 2001. Two Asian-American brothers combine forces against a common enemy, Arnie the school bully.

Zeier, Joan T. *Stick Boy*. Atheneum, 1993. Having shot up seven inches in one year, sixth-grader Eric Bonner's life at school is made unbearable by bullies, until his mother transfers him to another school. Unfortunately, bullies exist at this new school, too.

Nonfiction for Grades 3-5

Cohen-Posey, Kate, M.S., LMHC, LMFT. *How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name-Calling and Other Nonsense*. Rainbow Books, 1995. Chockfull of practical strategies for handling bullies.

Carter, Jay, Editor. *Taking the Bullies By the Horns: Children's Version of the Best-Selling Book, "Nasty People."* Unicorn Press, 1998. Teaches kids how bullies operate, gives them the skills they need to deal with bullies, maintain healthy self-esteem, without becoming bullies themselves.

Kaufman, Gershen, et al. *Stick Up for Yourself: Every Kid's Guide to Personal Power and Positive Self-Esteem*. Free Spirit Publishing, revised 1999. Teaches the skills necessary to make choices, solve problems, and feel good about yourself.

Motiar, A. *Defanging a Bully*. Education, 2000. The secret to defanging a bully is to involve the whole community—the kids who watch it happen, their teachers, and their parents—to make the bully realize everyone is against him.

Myers, Steve and Pete Sanders. *Bullying (What Do You Know About?)* Copper Beech Books, 1996. Help, cartoon-style, for dealing with bullying situations.

Sanders, Pete, et al. *Bullying*. Copper Beach Books, 1996. A discussion of bullying, why it happens, and how to handle it. For reluctant readers.

Verdick, Elizabeth, editor. *Bullies Are a Pain in the Brain*. Free Spirit Publishers, 1997. Blends humor with serious, practical suggestions for understanding, avoiding, and standing up to bullies.

Webster-Doyle, Terrance. *Why is Everybody Always Picking on Me? A Guide to Understanding Bullies for Young People*. Weatherhill, 1999. Stories and activities that demonstrate how to resolve conflicts and confront hostile aggression peaceably.

Internet Resources

For kids

<http://pbskids.org/itsmylife/friends/bullies/article5.html>

For Educators and Parents

http://www.atg.wa.gov/bullying/BullyingBrochures8_05.pdf

<http://northstar.K12.ak.us/safeschools/Help%20stop%20Bullying/tips%20for%20parents.html>

<http://www.interventioncentral.org/htmdocs.interventions/bully/bystander.shtml>

<http://www.lalecheleague.org/NB/NBSepOct01p175a.html>

<http://www.wsma.org/patients/bullying.html>

<http://www.rce.rutgers.edu/pubs/pdfs/fs024.pdf>

Related Materials from Sunburst Visual Media

“Should I Speak Up? Building Character”

13-minute program for Grades 3 to 5

“*Student Workshop* Harassment Hurts: Gossiping, Taunting and Bullying”

23-minute program for Grades 3 to 5

“*Real Kids*: What We Learned About Bullying”

16-minute program for Grades 3 to 5

“*Student Workshop* I Was Just Kidding! Learning About Harrassment”

17-minute program for Grades 3 to 5

“Stop Picking On Me! How to Deal with Bullying”
pamphlet for Grades 3 to 5

“Bullying: What Parents Can Do”
booklet for Parents of Children in Grades K-8

Script

ZACH

We've all seen him before. The bully. He's at the bus stop.

KENDRA

And you see her at school.

STEPHANIE

And, of course, bullies are on the playground, too.

KENDRA

Did you ever stand-by and watch someone being bullied?

ZACH

How did you feel?

STEPHANIE

Did you do anything about it?

ZACH

If you said "no"—don't worry, you're not alone.

STEPHANIE

Many people don't know what they should do when they see someone being bullied.

KENDRA

So we're going to help you out.

ZACH

See, that's what this program is all about: when you see bullying happen—what a bystander can do.

When You See Bullying Happen: What A Bystander Can Do

Tell How You Feel

KENDRA

Did you ever feel like you wanted to do something to stop a bully, but you weren't quite sure what to do? That's how I felt when I saw Emma picking on Ally at my bus stop day after day.

At first she'd do little things—like tease her or call her names.

EMMA

Where'd you get those socks? You look like a clown. Come on Bozo, the bus is coming.

...

EMMA

Look at that bow! You look like a widdle-bitty-baby.

KENDRA

Sometimes the other kids would laugh—me too. But I really knew it wasn't funny. Then Emma started doing more things—meaner things.

EMMA

Hey, Ally. I've got a present for you.

ALLY

Sure you do.

EMMA

Since you're such a baby—I have something every baby needs...here have a drink.

ALLY

Stop it!

EMMA

C'mon! Take it!

KENDRA

Everyone laughed—but I really didn't think it was funny. And neither did some of the other kids.

SALLY

I feel sorry for Ally. Emma's really doing mean stuff now.

KENDRA

Maybe we should say something.

SALLY

Not me. I don't want her to start picking on me.

BEN

Me too, I'm staying out of this.

KENDRA

Other kids felt the same way I did. But they were afraid to say something. I didn't know what to do. Even though Ally's not a really good friend of mine, it still really bothered me. I couldn't stop thinking about it. It must have shown, because my brother could tell.

JAKE

What's up? You look miserable.

KENDRA

So, I told him about Emma and Ally and what had been going on at the bus stop. He told me something I never thought about.

JAKE

The way I see it, when you see someone getting teased or bullied—you either help the bully or you help the victim.

KENDRA

What do you mean?

JAKE

If you laugh, you're encouraging Emma. And that makes you part of the problem.

KENDRA

What if I don't laugh?

JAKE

If you don't say anything, you're still encouraging her. Besides that, you certainly aren't helping Ally.

KENDRA

So what should I do?

JAKE

Why do you think Emma is doing those things?

KENDRA

She thinks she's being funny.

JAKE

Does she know how Ally feels?

KENDRA

I don't know.

JAKE

Well, I think you should talk to Emma.

KENDRA

What am I supposed to say—"stop being such a jerk to Ally"?

JAKE

No, talk to her like we're talking now. Pick a good time, when there are no other kids around. Ask her how she would feel if someone did that to her. Let her know how you feel.

KENDRA

I guess I could try.

JAKE

And let her know that she's starting to get a reputation as a bully.

• • •

KENDRA

So, I took my brother's advice. And I went to talk to Emma.

Hey Emma..

KENDRA

Emma, do you like Ally?

EMMA

Not really. Why?

KENDRA

Well, you've been teasing her a lot, lately.

EMMA

It's funny. She acts like such a baby.

KENDRA

I don't think, it's all that funny.

EMMA

What are you talking about? Everyone else thinks it's funny.

KENDRA

I don't think so.

EMMA

Yeah? Then how come everyone always laughs?

KENDRA

I don't think Ally thinks it's funny.

EMMA

That's because she can't take a joke.

KENDRA

Would you think it was funny if someone did that to you?

EMMA

Well...

KENDRA

Don't get mad at me—but I'm your friend that's why I'm telling you this. I think what you're doing to Ally is pretty mean. You should leave her alone.

EMMA

If the other kids don't think it's funny, how come they laugh?

KENDRA

Because they don't want you to start picking on them. And they're starting to get afraid of you.

EMMA

Afraid of me?!

KENDRA

It's true. Some kids are.

EMMA

Who?

KENDRA

I'm not going to say. But you should know you're getting a reputation as a bully.

EMMA

I didn't know that.

KENDRA

We talked a little bit more—and in the end, Emma was glad I told her. And you know what? She stopped teasing Ally. It made me feel good I could do something about it. All I had to do was tell her how I felt. It worked.

Remember, if you laugh when you see someone being bullied, then you're really taking the bully's side....and that makes the problem worse.

QUESTIONS FOR DISCUSSION

- Why do you think some kids go along with a bully?
- Do you agree that if you stand by and do nothing then you are encouraging the bully? Why or why not?

Stand Up Together

ZACH

When I was away at camp...the guys in my bunk house all got along pretty well.

- The day we had to clean up around the camp was when the trouble started. This guy Sam said we were going to play a joke on Nate, one of the other kids in our group.

SAM

Hey, I've got a funny idea. I heard the counselors say that we're going to clean up in the woods today.

ZACH

So?

SAM

So, when the counselor's not looking, I'm going to tell Nate there are some papers he has to pick up down by the stream. Then while he's there, we'll all run back to the camp.

ZACH

But Nate's new. He won't know how to get back.

SAM

That's why it'll be funny.

ZACH

I didn't feel right about it. I didn't want to make a big deal, so I didn't say anything.

SAM

Hey Nate, the counselor said you should go pick up papers over there and we'll go down there.

NATE

Okay.

ZACH

We made it back to camp. Nate did, too...way after us. And he was upset.

NATE

Where'd you guys go?

SAM

We waited but you never came back.

NATE

I got lost. One of the counselors found me and brought me back.

SAM

Good thing. We're glad you're back.

ZACH

Nate was really upset. And I felt bad. But nothing really bad happened...so I thought it was okay. But then, that night Sam had another idea...

SAM

Shhhh. Listen, we're going to play another trick on Nate.

ZACH

His idea was to draw dots all over Nate's face while he slept. I said I thought it was a bad idea. He didn't like that at all.

SAM

If you're not going to help, don't tell anybody—or you'll be sorry.

ZACH

I didn't want to take Sam on, so I didn't say anything.

RYAN

Hey Nate! What happened to your face?! It looks like you have a rash.

NATE

What? ...My face!

SAM

It's called red-marker disease! Don't worry, it only lasts about a week.

RYAN

Did you know he was going to do that?

NOAH

No.

ZACH

I did.

NOAH

That was really nasty.

RYAN

Did you tell him not to?

ZACH

I tried...but you know what he's like.

NOAH

He's so mean. But what can we do?

RYAN

Don't look at me. I'm not saying anything to him.

ZACH

I think we have to do something.

NOAH

Why?

ZACH

Because...he shouldn't do stuff like that. It's not right. And besides, if we don't, camp is going to be no fun.

RYAN

I don't know.

NOAH

Suppose he starts picking on us?

ZACH

Listen, if we all stick together we can do it. If nobody takes his side—and we all talk to him together, then he has to listen.

NOAH/RYAN

Okay.

SAM

Hey, you guys should see Nate. He's in the bathhouse trying to scrub the dots off his face. They're on for at least a week. I have a really great idea for tonight. It'll really scare him.

ZACH

You're not going to do anything to him or anyone else tonight!

RYAN

Yeah!

SAM

What are you guys talking about?

ZACH

We think your tricks stink.

SAM

No, they're funny.

ZACH

I don't see anybody else laughing—except you.

NOAH

Zach's right.

RYAN

Yeah.

ZACH

We want you to stop picking on Nate.

RYAN

No more jokes!

SAM

I thought you guys were cool.

ZACH

Cool doesn't mean picking on people.

SAM

You guys are no fun.

ZACH

Are you going to stop?

SAM

Yeah, yeah.

COUSELEOR

Hey guys, time to get to the lake.

ZACH

Okay, come on let's go get Nate.

...

ZACH

Standing up to Sam was a lot easier to do all together. We learned that there's strength in numbers. But do it with words—don't ever get physical. Stand up as a group. Together, you can stop a bully.

QUESTIONS FOR DISCUSSION

- Why is it that a group of people acting together against a bully works better than one person acting alone?
- Have you ever been part of a group who stood up to a bully? What happened? Did the group act without getting physical?

Walk Away

STEPHANIE

There's this one kid at our school. Her name is Jessica. She likes to pick on everyone, especially this one kid Megan.

JESSICA

Hey Megan, nice jacket. Is it new?

MEGAN

Give it back.

JESSICA

I don't think so.

MEGAN

C'mon. Give it back!

JESSICA

Too bad!

MEGAN

Give it!

MR. HERNANDEZ

What's going on over here?

JESSICA

Nothing Mr. Hernandez.

MR. HERNANDEZ

Megan, why are you on the ground?

MEGAN

Umm, I just fell. But I'm okay.

MR. HERNANDEZ

All right.

STEPHANIE

Mr. Hernandez?

MR. HERNANDEZ

Yes, Stephanie?

STEPHANIE

Ummm, can I...uhm.....go back into the classroom. I left something I need in my backpack.

MR. HERNANDEZ

Sure. Go on.

STEPHANIE

I wanted to tell Mr. Hernandez what happened. I felt so bad for Megan...but I kept quiet. I didn't want Jessica coming after me.

But Mr. Hernandez knew something was wrong. And later that day he asked me about it.

MR. HERNANDEZ

Hi Stephanie, I'd like to talk to you about what happened on the playground during recess. I felt like you wanted to tell me something....not just get your backpack.

STEPHANIE

Well...

MR. HERNANDEZ

What's going on? Maybe I can help.

STEPHANIE

Well, something did happen.

MR. HERNANDEZ

What?

STEPHANIE

Jessica was picking on Megan—again.

MR. HERNANDEZ

Again?

STEPHANIE

Yeah, it happens all the time.

MR. HERNANDEZ

All the time? I didn't know that.

STEPHANIE

She does it when no one can see. I want to help Megan, but I don't know what to do.

MR. HERNANDEZ

I understand. It's hard to know what to do in a situation like that. What does Megan usually do when Jessica picks on her?

STEPHANIE

I know she tries to ignore Jessica and walk away—like we talked about in class. But sometimes, like today, that's hard to do.

MR. HERNANDEZ

Well, how about if you help her do that?

STEPHANIE

I don't understand.

MR. HERNANDEZ

You could help her to get away from Jessica. And be a friend to her. That's really what someone who's being picked on needs more than anything else. A friend. An ally.

STEPAHNIE

Be a friend to her. I could do that. But what would I say to get her away from Jessica?

MR. HERNANDEZ

You could say ... "hey Megan, come with me," and make something up like "Mr. Hernandez wants me to help him with a bulletin board and I need your help." And lead her away. You can even pull her along with you. Don't even look at Jessica. The idea is to get the kid who's being picked on away from the bully...help her to walk away.

STEPHANIE

That'll work?

MR. HERNANDEZ

Walking away from a bully is a good thing to try. You can't pick on someone who's not there.

STEPHANIE

Next time I'll try that. Because, I don't want to just stand there and do nothing.

• • •

STEPHANIE

I didn't have to wait long to try what Mr. Hernandez suggested. The very next day there was Jessica picking on Megan just like usual. And Megan was trying to ignore her and walk away.

JESSICA

I said, where's your ice cream?!

STEPHANIE

Hey Megan. You have to come with me. Mr. Hernandez needs our help in the art room. C'mon.

It worked. I didn't look at Jessica. And I just helped Megan to walk away.

QUESTIONS FOR DISCUSSION

- Why do you think Stephanie didn't tell Mr. Hernandez that Jessica pushed Megan on the playground? What would you have done?
- Have you ever been in the position to help someone get away from a bully by being an ally to that person? Were you successful? Describe the situation.

Tell An Adult

KENDRA

There's this new kid in our school—Eric—who's really having a problem.

ZACH

We watch it happen just about every day.

KENDRA

We feel really sorry for Eric, but we just don't know what to do.

ZACH

See, this situation is different than the ones we talked about so far.

STEPHANIE

Because the kids who are picking on him aren't the kind of kids you want to say anything to.

KENDRA

Still, it hurt to watch and not do anything.

My brother told me that when you see someone being bullied if you don't do anything about it, then you're really helping the bully.

STEPHANIE

What can we do? Those kids are really scary.

ZACH

And big!

KENDRA

You think we should tell someone?

STEPHANIE

Like who?

KENDRA

We could tell Mr. Hernandez.

ZACH

But wouldn't that be tattling?

STEPHANIE

I think tattling is talking about someone behind their back and probably trying to get them in trouble. This is different.

KENDRA

Yeah, we're just trying to keep someone from getting hurt.

STEPHANIE

And those kids really look like they could hurt him.

ZACH

I don't know, maybe we should just mind our own business.

KENDRA

But suppose something does happen to him?

STEPHANIE

And we'd known that we could have done something to help him and didn't?

ZACH

You're right...let's do it.

• • •

MR. HERNANDEZ

I'm very glad that you came to me.

KENDRA

We didn't want to tattle, but we couldn't think of anything else to do.

MR. HERNANDEZ

Well, you're doing the right thing. Whenever you see a situation like this—when you know someone could get hurt, where it could be dangerous for you to say anything yourself—you should always tell an adult that you trust.

QUESTIONS FOR DISCUSSION

- Why is it important in a situation like this to tell an adult what's happening?
- What is the difference between tattling and telling? Do you agree that talking to Mr. Hernandez would not be tattling? Explain.

ZACH

When you see someone being bullied—if you don't help, you're part of the problem.

STEPHANIE

But now you have some ideas of what you can do.

KENDRA

You can tell a bully how you feel. Let them know that what they are doing is wrong.

ZACH

You can stand up to a bully together as a group—but don't ever get physical. Use your words.

STEPHANIE

You can be a friend, an ally, to the person who's being picked on. And help them walk away.

KENDRA

And when all else fails—tell a grown-up you trust.

STEPHANIE

Remember, together we can help to stop bullying.

ZACH

And that's the right thing to do...

KENDRA

For everyone.

The End

