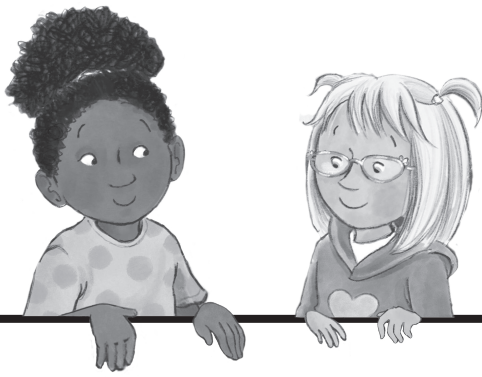


Picture This



Draw a picture of one powerful, mean bully.

Draw a picture of two or three targets (the people who get picked on).

Draw a picture of 10 bystanders working together to have more power than the bully.

Dear Friend,

Congratulations!

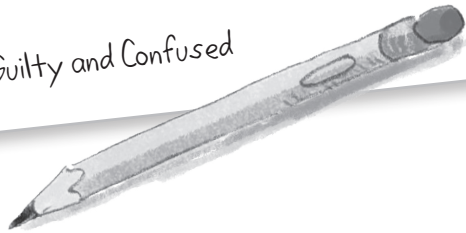
You have just been given a new job.

You are an advice columnist for your local paper, and people write in to you asking for help with their problems. First of all, give yourself a clever pen name (i.e. Happy Maker, Smile Doctor, Dr. Peace, etc.). Then, answer the following letters on a separate sheet of paper:

Dear (Your Pen Name Here) -

I have a big problem. There is a kid in my class named Dalton who is really mean to other kids. He always gives put-downs and constantly goes out of his way to make certain kids feel bad. Dalton is very smart and he kisses up to our teacher so she thinks he is perfect. Dalton is usually pretty nice to me, but I can't stand the way he treats some of the other kids. He calls them names and makes fun of their clothes. He makes life at school miserable for them. I am afraid to do or say anything to Dalton because I don't want him to start picking on me. I try to be friends with everybody, but I have to be careful about who I hang out with when Dalton is around. What should I do?

Signed - Guilty and Confused



Challenge!!

Find which letter is written by the following:

- bystander
- bully
- target

Dear (Your Pen Name Here) -

Every day when I go to school, I have to deal with Dalton. He thinks he is in charge of everything and everyone! He always kisses up to our teacher and she thinks he's perfect - but he is so mean! He always calls me Geek Face and makes fun of my clothes. Last week, he had a big party at his house and invited everybody in our class but me. He said it would be dangerous for me to be there because the garbage man might come to pick up trash while the party is going on and accidentally mistake me for garbage and take me with him. I have a few friends, but they are only nice to me when Dalton isn't around. I hate coming to school!

Signed - Miserable and Alone

Dear (Your Pen Name Here) -

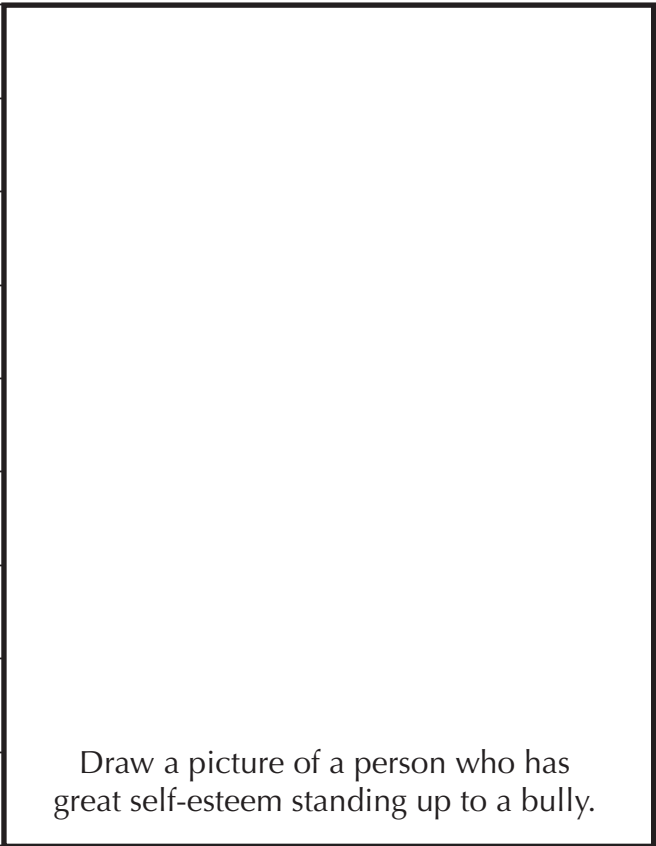
My mom is never home and when she is, she is always on the phone. It's like she never has time for me. She is so busy with her life and her job that I don't seem to even matter to her. I get more attention from my teacher at school than I do from my own mom. When my mom feels guilty for not spending time with me and my sister (who by the way is very mean to me), she buys us things and lets us have kids over. Last week, my sister had friends over for a party. She didn't let me near the party. She told me that it would be dangerous for me to come because the garbage man might come to pick up trash while the party is going on and accidentally mistake me for garbage and take me with him. I would rather be at school than at home. At least at school, I can control what happens to me.

Signed - Angry and Empty

Advice For Those Being Bullied

Write about a person you know who gets bullied (don't write their name—give them a “code name”).

- Why do you think this person is being bullied?
- What do others think about this situation?
- What advice would you give this person?



Bully-Free School Zone

Make your school a “Bully-Free Zone.” Conduct a Bully-Free campaign schoolwide that is student generated!!! Make big signs and banners and display them throughout your school. Create stickers for students to wear and stick on their notebooks. Have students read and sign a contract promising to support the Bully-Free Zone Policy.



Mean Eyes



Materials Needed:

- Magazines
- Paper
- Glue

Sometimes people don't even realize it when they are giving you their mean eyes. This activity may teach them what to “look” for!

Look through magazines and cut out 10-15 pair of eyes. Try to get as many different eye expressions as you can. Be careful to only include the eyes, not the mouth or the hair in each picture. Glue the eyes to your paper and write what you think the person is saying or thinking with their eyes underneath each pair. Share your eyes and emotions with the rest of the class. This can be an “eye-opening” experience!!!

Bully Awareness Chart

Purpose: Create bully awareness and teach effective interventions over a period of one month.

- After each recess, have students report any and all bullying behaviors they see either on the playground or inside the school.
- Chart each bullying behavior as they are stated. Make sure kids do not use any names when reporting. Have them tell what is happening, not who it is happening to.
- Discuss each situation and brainstorm effective interventions that can take place for each bully behavior.
- Repeat this activity for four weeks. At the end of week four, compare your chart for week one with your chart for week four. If your interventions are working, your bully behavior chart should be getting smaller by the week.

Learning From the Past

Interview 10 of your adult relatives and ask them the following questions:

1. When you were a kid, were you a bully, a target, or a bystander?

2. Can you remember the name of a person who bullied you when you were growing up?

3. What mean things did the bully do to you and others?

4. What did you do about the bully?

5. How do you feel about the bully today?

6. If you could speak to the bully right now, what would you say to them?

Compile and organize your data and present it to the class, along with your answers to the following questions:

What is the most interesting thing you learned by conducting these interviews?

Do you know more about bullying now than your relatives knew when they were young? Explain.

A Cup of Self-Esteem

Materials Needed:

- Glass Pitcher
- Styrofoam Cup
- Food Coloring
- Water
- Ball Point Pen
- Rubber Garbage Can
- Paper
- Black Permanent Marker

Directions:

- Draw a smiley face on the outside of the Styrofoam cup.
- Pass out a sheet of paper to each student. Have students write 10-15 put-downs (mean things people say to one another) on their papers.
- Fill the glass pitcher with water and add food coloring. Explain to your students that the colored water represents a person's self esteem.
- Fill the Styrofoam cup full of colored water and hold it over the garbage can. Explain that the full cup represents a person with a great self-esteem.
- Have students start saying the put-downs that they have written down out loud to the cup. Each time a put-down is said aloud, poke a hole in the cup with the pen, ruining the happy face on the cup.
- Watch the self-esteem run out of the cup. This is what can happen to people when they hear put-downs.
- Keep refilling the cup until the pitcher is empty. Self esteem is not like water. We can't just go to the faucet and get more self-esteem. When it's gone, it's gone. It takes a long time for a person to build their self-esteem back up.

