



# BOSTON ★★★★★ VS ★★★★★ BULLIES

[www.bostonvsbullies.org](http://www.bostonvsbullies.org)

# FACILITATOR'S GUIDE

# become part of our team

## Join The Sports Museum and Its All-Stars

**B**OSTON vs BULLIES is an anti-bullying initiative presented by The Sports Museum and the Boston sports community. It features current athletes from Boston's professional sports teams sharing their stories and providing kids in our community with ways to stand strong against bullying.

The initiative includes the BOSTON vs BULLIES website, public service announcements, student programs, and an educational video that can be used with this facilitator's guide. In these resources, you will find tools, tips, strategies, and activities that will help kids learn how to stop bullying in our community.

This facilitator's guide is especially designed for teachers, youth leaders, afterschool program staff, parents, and caregivers of upper elementary and middle school students. It includes key bullying prevention information and strategies that every kid needs to know. It features interactive activities to get kids actively involved in developing and practicing the skills they need to effectively prevent and stop bullying.

Join The Sports Museum and the Boston sports community and find out how kids and adults working together can stand strong against bullying.



### Presented by



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## Learn more at [www.bostonvsbullies.org](http://www.bostonvsbullies.org)

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# intro BOSTON vs BULLIES



## Bullying Isn't a Game—It's a Serious Problem

Bullying is a problem that negatively impacts our schools, playgrounds, and neighborhoods on a daily basis. Bullying hurts everyone involved—kids who are getting bullied, kids who are doing the bullying, and kids who are watching the bullying. Kids and adults need to learn that bullying is never acceptable, and no one deserves to be bullied.

**Kids and adults working together can act to prevent and stop bullying.**

- Kids who are getting bullied can learn how to stand up against or get help in the face of the bullying.
- Kids who are doing the bullying can learn how to use their power to help rather than hurt.
- Kids who watch bullying happen can learn how to help stop bullying and be good teammates.
- Adults can learn how to help kids prevent and stop bullying. They can teach kids skills and strategies for bullying prevention, encourage kids to talk about bullying, intervene when needed, set up effective ways to report bullying, and follow up effectively when bullying occurs.

Effective bullying prevention requires preparation and teamwork. This guide will help you prepare the kids in our community to stand strong against bullying.



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PRESENTED BY THE SPORTS MUSEUM AND THE BOSTON SPORTS COMMUNITY



## BOSTON vs BULLIES Educational Video and Facilitator's Guide

## Educational Video

The BOSTON vs BULLIES educational video features current athletes from Boston's professional sports teams sharing their stories and providing kids with ways to stand strong against bullying.



Players from the Boston Red Sox, Boston Celtics, Boston Breakers, Boston Cannons, New England Patriots, Boston Bruins, and New England Revolution talk about the importance of standing up to bullying and getting help. Kids learn about bullying, the different forms it can take, its hurtful impact, and effective strategies to prevent and stop bullying. The video is designed to be used in conjunction with this BOSTON vs BULLIES Facilitator's Guide.

## Facilitator's Guide

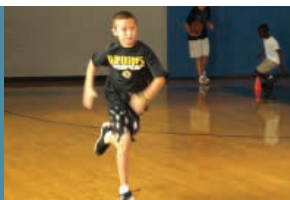
This guide is designed to be used with the BOSTON vs BULLIES video in classrooms, youth and community programs, afterschool programs, and at home. It is for use with upper elementary and middle school students and can be adapted for kids younger and older. It will help you learn more about bullying and what you can do to help.

## How to Use Video and Guide

- 1. Preview the program and the guide** (before you show it to kids). Plan specific questions, comments, and activities for your kids before, during, and after viewing.
- 2. View with your kids.** Listen to and watch their reactions. Be prepared to follow up.
- 3. Use the questions in this guide** to help kids talk about bullying and ways to prevent and stop it.
- 4. Use the activities in this guide** to get kids actively involved in trying out effective bullying prevention strategies. When kids practice bullying prevention and intervention techniques, they are more likely to use them when they encounter a situation. The activities can be used with kids individually or in small or large groups.

## Additional Tips for Facilitators

- **Consider your own experiences with bullying.** Have you ever been bullied, witnessed bullying, or done the bullying yourself? Share your stories with your kids and ask them to share their stories, too. Encourage discussion about what can be done to solve the problem of bullying.
- **Define bullying.** You can't clearly see bullying—or work to prevent and stop it—if you don't know what it is or understand the many forms it can take. Use the activities in this guide to help kids understand what bullying is and what they can do about it.
- **Make it relevant.** Use real-life examples from your school, program, or community. Kids are more likely to understand the issues surrounding bullying and get involved in its prevention when it relates to their own lives.
- **Talk about bullying from the bystander perspective.** Kids can talk more easily about bullying from the perspective of a bystander—someone who sees or hears about bullying. Sometimes it's more difficult to talk about bullying from the perspective of a victim or a bully.
- **Involve all children.** Make sure each kid has a chance to contribute to the discussion and participate in the activities.
- **Develop a team approach.** Tell kids to consider themselves part of a team working together and supporting each other. As part of this team, everyone must follow the basic rules of respect, inclusion, and no bullying. You may want to include the rules that have been established by your school, program, or family.



## Planning Your Program

The BOSTON vs BULLIES video and guide can be used in a variety of ways depending on the setting, as well as children's ages and interests. Although this program can be used in a single session, children benefit from on-going opportunities to address bullying prevention. Try to set up multiple sessions to view the video and use the questions and activities.

### Single-Session Option

Show the entire video, preceded and followed by a facilitated discussion using questions from this guide. Then choose from a variety of activities designed to actively engage kids in developing and practicing bullying prevention and intervention skills and strategies.

### Multiple-Session Option

Consider showing each video section separately, followed by the particular questions and/or activities that correspond with that topic.

Here are four ways you can structure the sessions:

1. Children often have difficulty understanding what is bullying and what is not. Show the video clip *What Is Bullying?* and then engage kids in the *What Is Bullying?* activities in this guide (pp. 6–7).
2. It is important to address all three roles in a bullying situation: 1. Kids Who Get Bullied (The Victim); 2. Kids Who Do the Bullying (The Bully); and 3. Kids Who Watch the Bullying (The

Bystander). Structure three sessions to address these three different roles. Show the video clip and engage kids in the corresponding questions and activities in this guide (pp. 8–13).

3. Cyberbullying has become a particular concern among today's youth. Structure a session about this important topic using the cyberbullying information and activity in this guide (pp. 14–15).
4. Learning to work together as a team is important. Structure a session using Team-Building Activities (pp. 16–18).

**TIP.** If you notice a particular bullying situation developing, you might want to choose the topic that addresses that concern. Since everyone shares the role of bystander, be sure to make time for this important topic.

**REMEMBER:**  
Plan ahead,  
address bullying  
before it  
happens, and  
have fun.



**Bullying hurts everyone . . . Help make it stop**





**Brandon Bass**  
Boston Celtics



**Kevin Buchanan**  
Boston Cannons



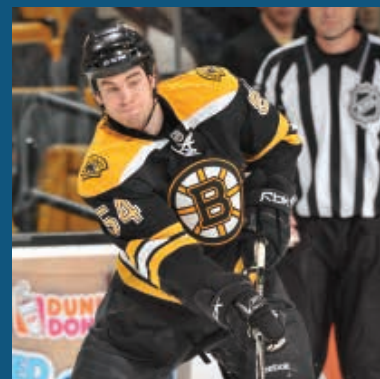
**Patrick Chung**  
New England Patriots



**Angela Hucles**  
Team USA Olympic Soccer



**Arantxa King**  
Olympic Track and Field



**Adam McQuaid**  
Boston Bruins



**Leslie Osborne**  
Boston Breakers



**Jarrod Saltalamacchia**  
Boston Red Sox



**A.J. Soares**  
New England Revolution

## Our All-Stars Against Bullying

In this educational video, Boston athletes share their stories and talk about ways to **STAND STRONG AGAINST BULLYING**.

## Objectives

- Help kids understand what constitutes a bullying situation (and what does not).
- Provide kids who are getting bullied with options for how they can respond and stand strong in the face of bullying.
- Provide kids who are doing the bullying with encouragement to find other ways to resolve problems and interact with peers; help them understand how to use their power to help rather than hurt.
- Provide kids who are watching the bullying with options for how they can help stop the bullying.

## The Video

### Introduction

#### Part I

#### What Is Bullying?

#### Part II

#### Kids Who Get Bullied

#### Part III

#### Kids Who Do the Bullying

#### Part IV

#### Kids Who Watch the Bullying

#### Part V

#### Cyberbullying

### Conclusion



## PRE-VIEWING QUESTIONS

- » Have you ever seen bullying happen in your school or other places you go?
- » Does it happen a lot?
- » How can you tell if someone is bullying?
- » Do your friends sometimes exclude others from your group? Do you call that bullying?
- » Does bullying happen on cell phones, Facebook, or the Internet?
- » Who do you think gets bullied the most?
- » Does it hurt to be bullied?
- » Do you think someone who gets bullied can get help? Who could help them?
- » Do you think that no matter what people do, bullying is going to happen?

**BOSTON vs BULLIES . . .**  
**This is a game that Boston is going to win**

# part I

## What Is Bullying?

### VERBAL BULLYING

### PHYSICAL BULLYING

### RELATIONAL BULLYING

### CYBERBULLYING

## What Is Bullying?

- It's on purpose
- It happens over and over again
- It's an abuse of power

Bullying *is not* a conflict, fight, or disagreement.

Bullying *is* emotional or physical abuse that has the above three defining characteristics.

### VERBAL BULLYING

Teasing, name calling, threatening

### PHYSICAL BULLYING

Pushing, punching, beating up

### RELATIONAL BULLYING

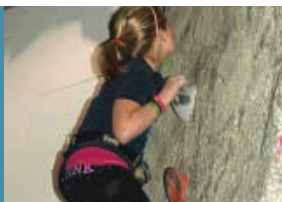
Excluding, ignoring, spreading rumors, getting others to turn against someone

### CYBERBULLYING

Sending or posting hurtful, embarrassing, or threatening text or images using the Internet, cell phones, smartphones, and other digital communication devices

### Is It Bullying?

Sometimes it's hard to know the difference between bullying and conflict. Often what seems like playful teasing can be hurtful bullying. Other actions, while upsetting, may not actually be bullying.







## ACTIVITIES

Many behaviors that seem harmless, such as teasing or excluding, can escalate into bullying. **LOOK OUT FOR THESE BEHAVIORS SO YOU CAN PREVENT BULLYING BEFORE IT HAPPENS.** Help kids look out for these behaviors, too.

### Look Out for Bullying

1. Using the *What Is Bullying?* chart (see p. 6), ask kids to give a few examples of the different types of bullying: verbal, physical, relational, and cyberbullying. You may do this activity as a group or print out a copy of the chart for each kid. Encourage kids to include examples of each form of bullying.
2. Explain that not all these behaviors will lead to bullying (but that doesn't mean they're acceptable, either).
3. Explain that a behavior is considered bullying when done on purpose (intentionally), more than once (repeatedly), and by someone who uses power to hurt (abuse of power). Ask kids what it means to be powerful. Is being powerful good? Can someone who is powerful abuse their power? Explain that by recognizing bullying-related behaviors early, they can help to stop them before they turn into bullying.

### Is It Bullying?

BULLYING

NOT SURE

NOT BULLYING



1. Using rope, masking tape, or chalk, make three parallel lines on the floor about 6 feet apart from each other. Have kids line up single file on the middle line. **Designate the three lines: "Bullying" (left), "Not Bullying" (right), and "Not Sure" (middle).**
2. Review with the kids the three components of bullying: deliberate (the intent is to hurt), repeated, and an abuse of power.
3. Read a scenario from the *Is It Bullying?* list to the right. Ask kids to move to the "Bullying" line if they feel the action is bullying, or move to the "Not Bullying" line if they feel the action does not meet the bullying criteria. Kids may stay on the "Not Sure" line if they are unsure.
4. Ask kids to explain their reasons for choosing their lines. Remember to include the kids on the "Not Sure" line.
5. Repeat this process for each statement.
6. Ask kids to volunteer their own scenarios, either real (no names) or hypothetical.
7. Explain to the kids that it is not always easy to tell the difference between bullying and conflict. Have kids suggest ways they can deal with conflicts before they escalate into bullying (i.e., apologize if you hurt someone's feelings, etc.).

### IS IT BULLYING? SCENARIOS

- » Olivia accidentally bumps into Keisha and knocks her books to the ground.
- » Olivia purposely bumps into Keisha and knocks her books to the ground.
- » Every day on the way to math class, Oscar, who is 6 feet tall, pushes Olivia, who is 5 feet tall, against the lockers and knocks her books to the ground.
- » Maria is annoyed by Lee and goes out of her way to avoid him.
- » Sofia gets all of her friends to not speak to Adia and to make fun of her behind her back.
- » Rachel tells everyone on Facebook that Jasmine and Dan are together. She posts fake photos (Photoshopped) of the two of them together and asks everyone to report any news on the "couple." Other kids start to make up fake stories about Jasmine and Dan.
- » Rachel tells Dan that Jasmine "likes" him.

**Bullying is not a game . . . It's a serious problem**

### POST-VIEWING QUESTIONS

- » How do you know if you're getting bullied? Have you ever been bullied?
- » What does it feel like to be bullied?
- » If you are getting bullied, is it your fault?
- » Have you ever been excluded from a group? How does it feel? Is that also called bullying?
- » If you're getting bullied, what could YOU do?

### Game Plan

#### Strategies for Dealing with Bullying

Well-prepared teams go into a contest with a good game plan, which is helpful for achieving an objective. A good plan requires a carefully thought out strategy. Ask kids to make a game plan to help when confronted with bullying.



#### Make a 3-Step Game Plan

1. How can you stand strong against bullying?
2. Who will help you?
3. Who can you go to first?

#### Create an All-Star Team

Who are five people you can trust to stand strong with you against bullying and help you carry out your game plan? Consider your friends, your parents, your teachers, and your program leaders.

ACTIVITIES

### Make Your Own Motto

**If you are getting bullied, what will be your motto?**

"I can stand strong."

"I won't play the bully's game."

"There are people who can help me."



## IT'S YOUR MOTTO!

Use it to stand strong against bullying. ”



## Stand strong against bullying

## Set Plays

### Tips and Tactics for Dealing with Bullying

Teams spend a lot of time practicing set plays—planned actions to be executed in certain situations. This way, when a player sees a particular situation develop, he or she will immediately know how to handle it.

*Help kids think ahead about strategies they can use to prevent and stop bullying.*

#### ASSERTIVENESS MEANS:

Expressing your feelings and defending your rights while respecting the feelings and rights of others.

#### When confronted with bullying, kids can:

- Look the bully in the eye.
- Speak with a calm, confident voice, loud enough to be heard clearly.
- Reply briefly and directly.
- Walk away—sometimes the best response is no response.
- Find a safe place to go.
- Get help from a friend or trusted adult.

**ENCOURAGE KIDS TO BE ASSERTIVE,**  
not submissive or aggressive.

## POST-VIEWING QUESTIONS

- » How can you show a bully that you won't tolerate bullying?
- » Who can you go to for help? Do you think you should tell someone?
- » Why might you not want to report bullying?
- » What would make it easier to report bullying?
- » Why might reporting bullying help?



ACTIVITY

Ask kids to develop  
**3 set plays to use**  
when  
confronted  
by bullying.

- Practice carrying them out in an assertive way.
- Try to avoid presenting yourself in a submissive (giving in) or aggressive (fighting back) way.





## Kids Who Do the Bullying: **The Bully**



### How to Stop Doing the Bullying

If you are being a bully,  
**how can you make it right?**

- 1. Stop bullying**—realize that it's not funny and it's not cool.
- 2. Apologize** to the kids you have bullied—saying sorry goes a long way.
- 3. Talk with an adult** and ask for help so that you can learn how to use your power to help rather than hurt.



### QUIZZES

#### Do Your Beliefs Prevent or Promote Bullying?

Do you **AGREE (A)** or **DISAGREE (D)**?

Ask kids if they agree or disagree with each statement; then have them discuss the reasons for their choice. Discuss how each belief contributes to either promoting or preventing bullying.

- | A                        | D                        |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <b>1.</b> It's fun to boss other kids around.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>2.</b> It's OK to take advantage of kids who are not as powerful as me.               |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>3.</b> Some kids deserve to be teased or called names.                                |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>4.</b> Kids who boss around other kids deserve respect.                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>5.</b> It's none of my business when other kids get picked on or left out of a group. |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>6.</b> It takes courage to stick up for a kid who is teased or left out.              |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>7.</b> No matter what people do, bullying is going to happen.                         |

*Feel free to add other statements that reflect your kids' beliefs or attitudes.*

#### What Do You Know About Bullies?

**TRUE or FALSE?**

Have kids answer "true" or "false" for the following statements about the consequences of bullying. Right or wrong, encourage them to explain why they chose their answers. Review the true statements about bullies. Ask kids what conclusions they can draw from this information.

**T F**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <b>1.</b> Kids who bully become more popular.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>2.</b> Kids who bully are more likely to have poor grades, drop out of school, and use drugs.            |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>3.</b> Kids who bully are four times more likely to be convicted of at least one crime by the age of 24. |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>4.</b> Kids who bully have higher rates of depression and suicide when they grow up.                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>5.</b> Kids who participate in sports are three times more likely to bully other kids.                   |

ANSWERS: 1. F; 2. T; 3. T; 4. T; 5. F





## ACTIVITY

### Positive Power: Make Someone's Day!

Have your group or class "adopt" a younger group or class in your community. Have them decorate a card and write a positive message, such as "Have a great day!" or "Be your best today!" or "You can do it!" You may want to attach a lollipop with tape or ribbon to the cards to make them stand out.

Secretly leave the cards on the younger kids' desks or anywhere you are sure they will find them.

Try to have your group observe the kids' reactions when they find the cards.

#### Ask your group:

- What reactions did you notice when the kids found their cards?
- What did they say?
- How did you feel when you saw their reactions?
- Is it more fun to do something nice for the little kids rather than to put them down?

Suggest that the younger kids follow the same procedure with another group of kids. Hopefully, all groups will follow until everyone has received a card.

Discuss how quickly positive feelings can spread. Then discuss that the opposite is also possible: Negative comments can spread quickly, especially over the Internet or via cell phones. Ask if they have seen or experienced this.



**TIPS.** Have **extra cards** made up in case one gets lost or there are more kids than expected. Make sure all the **notes are positive**. If your group can't watch the kids finding their cards, ask the teacher or leader to share the kids' reactions. Coordinate with other teachers or group leaders to make sure **every kid** in the group **gets a card**.

## POST-VIEWING QUESTIONS

- » Have you ever done the bullying? Has someone ever called you a bully? How did it feel to bully someone?
- » If you haven't bullied, how do you think it feels to bully someone?
- » Do any kids deserve to be teased or called names?
- » Why do you think some kids bully others?
- » What do you think happens to kids who bully?
- » If you are doing the bullying, why should you stop? What should you do instead?
- » If you know kids who bully, how could you help them to stop?
- » If you could tell bullies one thing, what would it be?

# If you are being a bully . . . STOP

### POST-VIEWING QUESTIONS

- » If you see or hear about someone getting bullied, how can you help? What can you do?
- » How can you stand strong against bullying?
- » Do you think you have the power to stop bullying?
- » Have you ever stepped in to help someone being bullied? What did you do? What helped? What didn't help?
- » Does it take courage to stick up for someone being bullied?

### What Can Kids Do as Bystanders to Bullying?

#### What should you tell kids?

As a bystander, your actions can make a difference. You can make it worse by joining in, laughing, or doing nothing. Or you can make it better. Here's how...

1. If you feel safe, here are some ways to stop the bullying by directly intervening:
  - » Help the kid being bullied walk away.
  - » Urge the kid doing the bullying to walk away.
  - » Tell the bully to stop. Say things like:
    - "Stop teasing."
    - "Don't fight."
    - "Leave him alone."
    - "It's not funny."
  - » Play peacemaker.
  - » Discourage the bully by expressing your disapproval.
  - » Defend the kid being bullied.

2. If you can't directly intervene—or don't feel safe—here are some other ways to help:
  - » Rally support from other kids to stand up against the bullying.
  - » Show friendship and support for the kid being bullied.
  - » Get help from a trusted adult.
  - » Walk away from the situation.
  - » Redirect the situation away from the bullying. (Change the subject or start a new activity.)

Encourage kids to **THINK AHEAD ABOUT WHAT THEY WILL SAY OR DO** when they see or hear about bullying.

As a bystander, the important thing is to **do something to help.**





## ACTIVITY

### Think On Your Feet

**Materials:** Beach ball and permanent marker

Have each kid tell you a one sentence bullying situation.

Write the situations directly on the beach ball with a marker. When the beach ball is full of examples, form a circle and toss the ball to another player.

When someone has caught the ball, ask him or her to read aloud the closest example to his or her right thumb. Ask the group to brainstorm different ways to solve the situation.

Then, toss the ball again, making sure the beach ball turns in the air and the next kid can catch it. Have this next

player read aloud another situation, and ask the group to solve the problem.

**Situation example:** A student in your grade is excluded by a group.

**Possible solution:** Invite him or her to sit with your group at lunch.

### Be the Coach

Make a game plan to help a friend or someone you know who is being bullied. What kind of game plan would you give him or her? How would you help? Who else could help?

Consider your friends, your parents, your teachers, and your program leaders.

## POST-VIEWING QUESTIONS

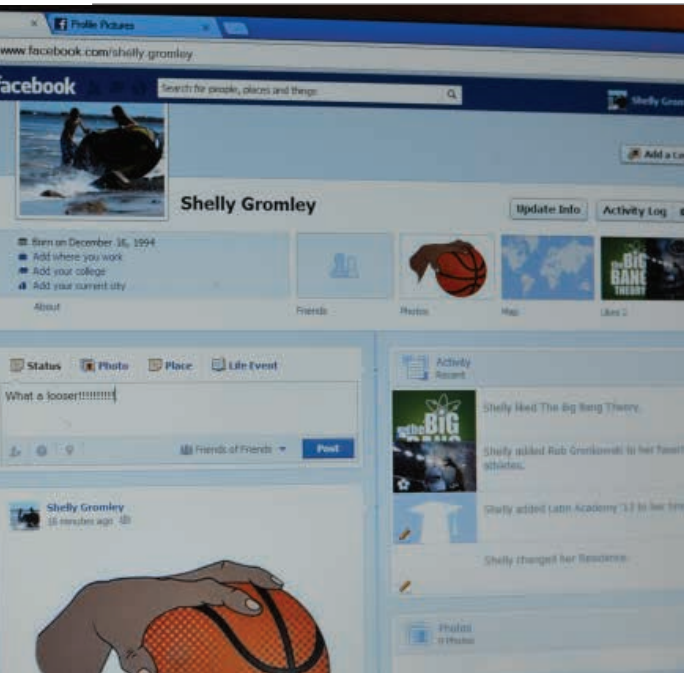
- » Do you think you should tell someone if you see or hear about bullying? Why or why not?
- » If you had to tell your friends one thing about bullying, what would it be?
- » As a bystander to bullying, what happens if...
  - you just give in to bullying?
  - you fight back or provoke?
  - you laugh or join in the bullying?
  - you do nothing?
- » How can you show a **bully** that you won't tolerate bullying?
- » How can you show a **victim** that you won't tolerate bullying?
- » How can you show your **friends** that you won't tolerate bullying?



Be a good teammate . . .  
Help stop bullying

# part V

## Cyberbullying



Cyberbullying is intentional, repeated, and an **abuse of power.**

### What Kids Should Know About Cyberbullying

- If you say or put something online, you can't take it back—it is for everybody and forever.
- You can't control who will see what you put online—anyone can forward it on to others.
- Don't share personal information online—that material can be used for cyberbullying.
- Cyberbullying can cause a lot of damage by reaching many kids very quickly.
- Posting false or private information can isolate kids and ruin reputations.
- Don't share your passwords with your friends. They can use your passwords to gain access to your email or social networks. Passwords are private—share them only with your parents.

#### If you see or hear about cyberbullying...

- Don't join in the cyberbullying.
- Don't encourage it by forwarding the messages or postings.
- Intervene by showing support for the victim or telling the cyberbully to stop.
- Get help from an adult or report it to the site or network provider.

#### If you are getting cyberbullied...

- Sometimes it's best not to respond—kids who cyberbully like to get a reaction from their targets.
- If you do respond, act assertively but calmly, telling the cyberbully to remove the harmful online material.
  - Report the cyberbullying to your parents, your school, the police, and/or to the online sites.
  - Block the person doing the cyberbullying by deleting that person from your online "friends" or "buddy list."

### What Is Cyberbullying?

Cyberbullying is the sending or posting of **hurtful, embarrassing, or threatening** text or images using the Internet, cell phones, smartphones, and other digital communication devices.

Online harassment becomes cyberbullying when it's intentional, repeated, and an abuse of power. Kids are increasingly using this form of bullying to harass, exclude, and torment others.

If you are being a bully . . .  
You can't play on my team

## If you are doing the cyberbullying, you should know...

- Lying, spreading rumors, telling secrets, and posting hurtful words and images hurts as much online as offline.
- Hurtful messages make both the target and the sender look bad.
- What you do online has consequences offline with the kids in your school and community.
- On the receiving end of your online messages and postings are real kids with real feelings; just because you can't see them doesn't mean you can't hurt them.



## What TO DO or NOT TO DO?



ACTIVITY

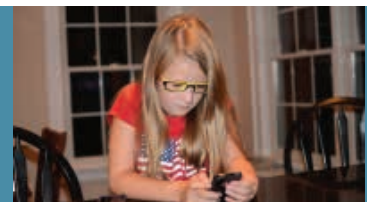
### Calling Your Play

During the game, football quarterbacks, basketball point guards, and soccer midfielders are constantly faced with decisions about how to proceed and win the game. Explain to kids, "Whenever you see a cyberbullying comment online, you also have a decision to make: **What to do or what not to do to stop the cyberbullying.**"

1. Divide kids into two (or more) cyberbullying prevention teams that will be awarded points for their best answers. There are two types of teams: TEAM A: **NOT TO DO**; and Team B: **TO DO**.
2. Ask the TO DO team (or teams) to come up with the five most important things *to do* when you see a cyberbullying message.
3. Give kids five minutes to complete the task. Have kids choose someone to report their answers.
  - » You are the facilitator, timer, and judge.
  - » Award points to each team for the accuracy of their responses.
  - » Use the information above to guide your judgment.

Ask the NOT TO DO team (or teams) to generate the five most important things *not to do* when you see a cyberbullying message.

Have kids make posters of their **TO DO** and **NOT TO DO** lists and display them for all to see.







# stand strong against bullying

## Team-Building Activities

### A Code of Conduct Against Bullying

**When a player signs a contract with a professional team, there is a code of conduct.**

This code of conduct lets the player know what behavior the team expects from him or her. It's important to have a set of rules or code of conduct for bullying prevention.



### BOSTON vs BULLIES Rules

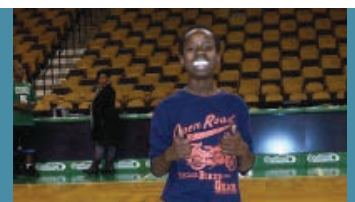
- » Treat everyone with respect.
- » Help everyone feel safe and included.
- » Don't bully; bullying is not acceptable and will not be tolerated.
- » If a bully bothers you, it's okay to stand up for yourself, walk away, or ask a friend or adult for help.
- » Be a good teammate.
- » Report bullying when you see it and when you hear about it.
- » Stand up for the person being bullied.
- » Don't watch, laugh, or join in when someone is being bullied.
- » Don't cyberbully. If you see others cyberbullying, stop it or get help.
- Ask kids to add to or modify these rules.
- Create posters with their BOSTON vs BULLIES rules and post them for all to see.

**TIP.** Engage kids in discussion about rules of behavior around bullying. What happens when kids don't follow these rules? How can they help create an environment where everyone feels respected and included, and where bullying will not be tolerated?

### Team Power

**Have kids vote on their favorite Boston Sports Team.**

List the key members of the team and what makes each athlete special.



**TIP.** You may want to have two kids demonstrate before dividing into pairs. If any of your kids are sensitive to touch, partners may give verbal directions.

## Body Language and Using Your Words

### Athletes have poses and expressions that indicate winning or losing.

- » What does your body language say?
- » What do your words communicate?
- » How do body language and words affect bullying?

Role-playing exercises can help kids use body language, facial expressions, tone of voice, and words to respond assertively—stand strong—against bullying.

#### Preparation

Explain to kids that there are three different ways to respond to bullying:

1. Aggressively (fighting back)
2. Submissively (giving in)
3. Assertively (standing up or getting help)

Emphasize the importance of responding assertively—standing strong—against bullying.

### Part I: Statues *without words*

- **Warm up:** Have kids pose in sports poses just for fun. They could pose in positions such as scoring a basket, crossing a finish line, spiking a football, or saving a goal. Then have kids pose in positions indicating winning or losing a game.

Have kids demonstrate body language that indicates standing strong against bullying (assertiveness without aggression) and body language that indicates you're giving in to bullying (submissiveness).

- **Statues:** Divide the group into pairs. Ask one player in each pair to shape his or her partner into a pose that displays either assertiveness or submission. Kids can gently move their partner's body into the pose, and/or tell their partner what to do. Ask the other kids to guess the type of behavior being displayed by the statue: Is it assertive or submissive?
- **Ask kids:** Can body language affect a bullying situation? Why or why not?

### Part II: Role-plays *with words*

Write down, on an index card, bullying scenarios appropriate for your group (ask kids to help). For each scenario, include how the target responds. Divide the kids into small groups. Have each group choose a card and act out the scene, using actions and words. Ask the other groups to guess the type of response being portrayed by the target: submissive, aggressive, or assertive.

- **Ask kids:** How did you know it was submissive, aggressive, or assertive? (Actions? Words? Body language? Tone of voice?) Have kids list different ways to respond assertively to bullying.
- **Ask kids:** Can what you say and how you say it affect a bullying situation? Why or why not? When do you think you should stand up to bullying and when do you think you should get help?

## Team Power *(continued)*

A team is made up of players who have different skills. Not everyone is fast or big or makes accurate passes.

- Diversity is key. Not everyone on a football team is a quarterback; not everyone on a hockey team is a goalie. It takes different players who have different skills and strengths.

A team can accomplish great things with players who have different types

of strengths and who work together to make the best use of their strengths.

- Ask kids to contribute to a list of the individual strengths of the kids in their group or class. Talk about how these individual strengths make their team stronger.
- Explain to kids that great teammates make the people around them better.

**TELL KIDS:** "If you notice a teammate or classmate having trouble—whether it's in class, during sports, at recess, or after school—don't ignore or make fun of them, but offer to help them out instead."

# BOSTON vs BULLIES . . .

## Whose team are you on?



# stand strong against bullying

## Team-Building Activities



### Design Your Team Tagline

**Many teams adopt taglines that are guiding principles to stay strong and focused when times get tough.**

The 2011 Boston Bruins used “Full 60 to History.” The 2008 Boston Celtics used “Ubuntu.” These words could be found on bulletin boards and in locker rooms wherever the players gathered. *Ubuntu* is a South African philosophy that promotes the greater good rather than individual success.

Review some examples of famous logos and taglines from sports or advertising.

- Discuss why these images and slogans are effective.
- Ask kids to create a tagline for their group or class.
- Encourage teamwork by having kids work in small groups to create their own (your team) vs BULLIES logo and tagline.
- Consider creating a T-shirt design for YOUR TEAM vs BULLIES or BOSTON vs BULLIES with a tagline on the back, such as **BOSTON vs BULLIES ... The bullies don't stand a chance.** Wearing the same T-shirt shows that your group is united and working together.

“Nobody wins unless everybody wins. **I can't be my best unless we are all at our best.**”

### BOSTON vs BULLIES Strategy Team

**Using index cards, write a short bullying situation on each card.**

**Make up situations appropriate for your group.** Include the location (classroom, hallway, schoolyard, street, playing field, etc.). Indicate if there are any bystanders—kids and/or adults.

Prepare these cards ahead of time, and consider getting kids to help.

**Divide kids into teams of at least three people.** Have each team choose a card with a bullying situation and work together to solve the problem. Encourage kids to consider a variety of solutions: distraction, humor, talking directly to the bully, supporting the victim, offering to help the victim walk away, engaging bystanders, getting help, etc.

**Ask kids to discuss the following questions in their groups:**

- How do you know it's bullying (intentional, repeated, power abuse)?
- Who's involved (bully, victim, and bystander)?
- How do you think the victim feels?
- What could the victim do to make the bullying stop? What could bystanders do to make the bullying stop? Do you need help from a trusted adult?

**At the end of the exercise,** select one person from each team to report the solutions to the whole group. Write and post a list of effective solutions to bullying.





# Where to learn more

## Resources

### Bullying Prevention and Intervention in Massachusetts

In May 2010, Massachusetts passed the Bullying Prevention and Intervention Law. It defines the school and community's legal responsibility regarding bullying and provides an opportunity to enhance efforts to prevent and stop bullying. School personnel, parents, and community leaders are working together to ensure that every student is safe from bullying. The BOSTON vs BULLIES initiative is part of this effort.

### The Spirit of the Law

All children—no matter their race, creed, ethnicity, nationality, sexual orientation, or physical or mental abilities—have an inherent right to an education free of any form of bullying. It is our responsibility as adults to ensure this right.

### Other Resources

#### Boston Public Schools Anti-Bullying Resources

» [www.bostonpublicschools.org/antibullying](http://www.bostonpublicschools.org/antibullying)

#### Cyberbullying and Parenting: Back to Basics, MSPP Interface

» [www.msppinterface.org/guides/cyberbullying](http://www.msppinterface.org/guides/cyberbullying)

#### Federal Government Anti-Bullying Resource

» [www.stopbullying.gov](http://www.stopbullying.gov)

#### Stand Strong

Stand Strong is The Sports Museum's character education program. It revolves around the five elements of character: Determination, Courage, Teamwork, Fairness, and Responsibility.

» [www.sportsmuseum.org/education/stand-strong](http://www.sportsmuseum.org/education/stand-strong)



# BOSTON vs BULLIES . . . Let's win this one together



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## Eyes on Bullying

Much of the bullying prevention content in this guide was derived and adapted from *Eyes on Bullying*.

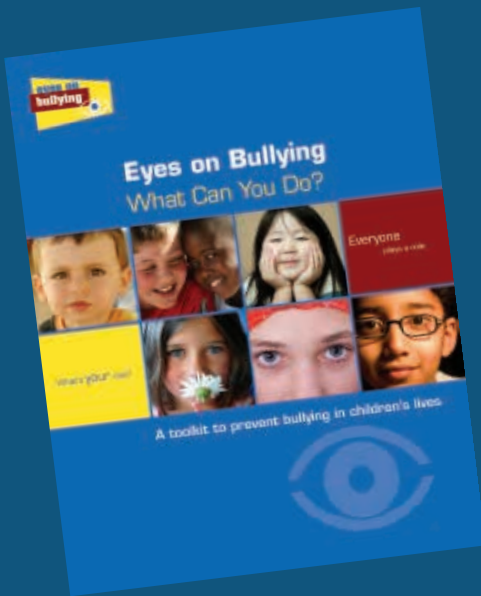
**For more information, strategies, tips, activities, and resources on bullying prevention:**

**Visit the *Eyes on Bullying* Website**

» [www.eyesonbullying.org](http://www.eyesonbullying.org)

**Download the *Eyes on Bullying* Toolkit**

» [www.eyesonbullying.org/pdfs/toolkit.pdf](http://www.eyesonbullying.org/pdfs/toolkit.pdf)



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*The Eyes on Bullying Toolkit was developed and written by Kim Storey, Ron Slaby, Melanie Adler, Jennifer Minotti, and Rachel Katz © 2008 Education Development Center, Inc. All Rights Reserved.*

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**Visit the BOSTON vs BULLIES Website**

» [\*\*www.bostonvsbullies.org\*\*](http://www.bostonvsbullies.org)





**THE SPORTS MUSEUM**  
**100 Legends Way**  
**Boston, MA 02114**

The Sports Museum is a 501(c)(3) non-profit educational institution that has served Boston and New England for more than 35 years.

At The Sports Museum, we have built an unparalleled collection of artifacts, works of art, and multimedia exhibits that captures our distinctly rich sports heritage. Much of that collection is on display on Levels 5 and 6 of the TD Garden, with a half-mile of exhibits celebrating the history and character of Boston sports.

Equally important, we leverage the powerful platform of Boston sports to deliver our educational programs. We help kids build the character that they need to stand strong in the face of drugs, violence, bullying, and other dangers. At The Sports Museum, we use the power of sports to help kids.

For more on how The Sports Museum is making an impact in our community, please visit [www.sportsmuseum.org](http://www.sportsmuseum.org).