



Bullying is Never Okay

Ages 13+

Total Time: 2.5 Hours

PART 1: Ice breaker and Introductory Activity

PART 2: Bullying is Never Ok

PART 3: Saying “No” to Bullying

PART 4: The Bystanders

PART 5: Cyberbullying

PART 6: Follow-Up Activities

ANNEXURE 1: Bullying Scenario

ANNEXURE 2: Bullying Behavior Worksheet

ANNEXURE 3: Bullying Behavior Cards

ANNEXURE 4: Answer Guide to Bullying Behavior Worksheet

ANNEXURE 5: Role Play Scenarios

ANNEXURE 6: Ways to Deal with Bullying Behavior

ANNEXURE 7: Bystander Quiz

ANNEXURE 8: Bystander Quiz Explanatory Statements

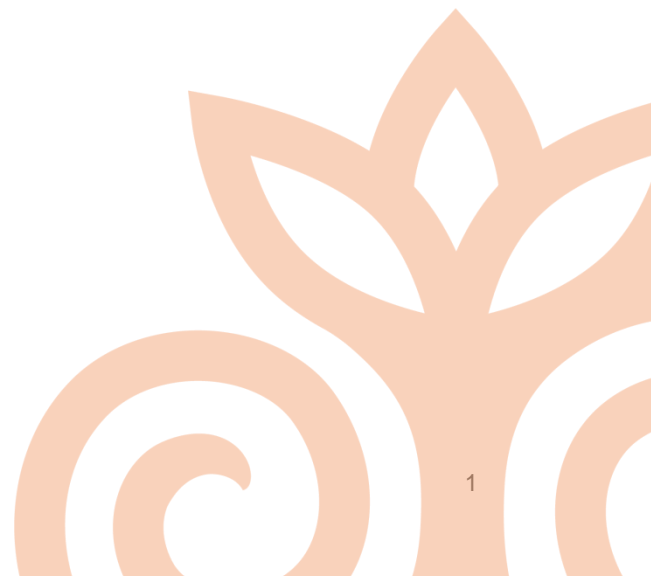
ANNEXURE 9: Evaluation

ANNEXURE 9: Bullying Quiz Worksheet

ANNEXURE 10: “Think About It” Cards

ANNEXURE 11: Actions and Responses

POWER POINT: Bullying is Never Okay





Part 1: Ice Breaker and Introductory Activity

Time:

30 Minutes

Objective:

Participants will understand the meaning of bullying, its characteristics, and the various forms of bullying.

Materials:

- Paper
- Marker Board/Chart Paper
- Markers

Techniques:

- Storytelling
- Brainstorming
- Presentation

TRAINER INSTRUCTIONS:

1. Provide each participant with a sheet of paper. As a class, ask for them to volunteer words that describe the blank sheet of paper. For example: clean, smooth, useful, etc.
2. Now instruct them to crumple the paper, mess it up, stomp on it, everything except rip it.
3. Tell participants to unfold the paper, smooth it out and try to get the paper back to its original state. Encourage them to use whatever tools they can to make the paper the same way it was when they started this exercise. After letting them “fix” their paper have

them examine it and as a class share words that describe it. For example: dirty, wrinkled, destroyed, etc.

4. Now ask participants to apologize to the sheet of paper- admit all the things they did to it and tell it that you are sorry for what you did.
5. Have participants reflect on what they did to the paper and the state that it is now in. Think of how even though they had apologized and did everything they could to return the paper to its original state that there are still many scars that their behavior had left on the paper and those scars will never really go away completely.
6. Now explain to them that this is the same principle that happens to people when they are bullied. Even if there is a heartfelt apology the scars never completely go away.



Part 2: Bullying is Never Okay

Time:

30 Minutes

Objective:

Participants will be able to identify bullying and what constitutes various forms of bullying.

Materials:

- Annexure 1: Bullying Scenario (one copy)
- PPT: Bullying is Never Okay, Ages 13+
- Annexure 2: Bullying Behavior Worksheet
- Annexure 3: Behavior Cards (cut into squares)
- Annexure 4: Answer Guide to Bullying Behavior Worksheet (one copy)

Techniques:

- Presentation
- Brainstorming
- Interactive Discussion

TRAINER INSTRUCTIONS:

1. Read the scenario on Annexure 1 aloud to the group (or invite a volunteer to do so).
2. After reading the scenario, begin a discussion using the discussion guidelines at the end of the story.
3. Begin the power point and on slide #2 discuss the definition of bullying.
4. On slide #3 discuss the types and forms of bullying.

5. Explain to the participants that they will be conducting an activity to clearly understand the various forms of bullying. Divide the group into smaller groups of 2-3.
6. Distribute copies of Annexure 2 and 3 to the small groups.
7. Ask them to match the kind of bullying behavior mentioned in Annexure 3 (cards) to Annexure 2 (worksheet).
8. Invite participants to refer to PPT slide #3 as they work through the activity. Allow 10-15 minutes.

Review the correct responses (see Annexure 4) to the activity with the group, and discuss where there are questions or confusion.

(Trainer Note: Some examples of behaviors may raise discussion and disagreement. For any behavior, the context, power imbalance and repetition are all important in establishing if the behavior is bullying. For example: saying mean things about another person may be bullying if a power imbalance and repetition exist, but may not be bullying if it happens between equals and only once.)

9. Ask participants why they think some children bully; then refer to PPT Slide #4 for some reasons.



Part 3: Saying “No” to Bullying

Time:

45 Minutes

Objective:

Participants will understand the methods to deal with bullies and bullying behavior.

Materials:

- Annexure 5: Role Play Scenarios
- Annexure 6: Ways to Deal with Bullying Behavior

Techniques:

- Role Play
- Presentation
- Interactive Discussion

TRAINER INSTRUCTIONS:

1. Divide participants into small groups of 3 to 4 members.
2. Distribute Annexure 5 to each group and assign one role play scenario to each group.
3. Ask each group to prepare a role play exhibiting the various strategies they can think of for dealing with the bully in their scenario. (Each group must determine the best way of resolving the conflict and bullying behavior.) Allow 5 - 10 minutes for the groups to prepare the role play.
4. Invite each group to demonstrate their role play situation, and ask the rest of the group to evaluate their use of strategies while role playing.

5. Use PPT slide #5 and #6 to review/discuss the various strategies that can be used to deal with bullying situations. Slide #5 talks about avoiding bullies, #6 suggests standing tall and showing confidence.
6. **Slide #7** – Discuss the importance of telling someone you trust.
7. Then distribute Annexure 6, review it with the group, and tell participants to keep for reference.



Part 4: The Bystanders

Time:

15 Minutes

Objective:

Participants will understand the meaning of bystander and learn about the effective role that the bystander can play in eliminating bullying.

Materials:

- Annexure 7: Bystander Quiz
- Annexure 8: Bystander Quiz Explanatory Statements

Techniques:

- Quiz
 - Interactive Discussion
-

TRAINER INSTRUCTIONS:

1. Read the passage below aloud to participants (or ask a volunteer to do so).

“Kareena didn’t understand why Neelam had suddenly become so mean. They used to be best friends, but now Neelam barely spoke to her. Even worse, Kareena knew Neelam talked about her because she often saw Neelam whispering to her new friends whenever Kareena walked by. Yesterday, during the game, none of the girls passed the ball to Kareena. The coach didn’t seem to notice. Kareena found out later that Neelam had told them not to. Neelam said it would be funny.”

2. After reading the passage generate a discussion using following discussion guidelines:
 - Who is the Bully?
 - Who is the Victim?

- Who are the Child Bystanders? (Give them a brief definition of Bystander)
 - Who are the Adult Bystanders?
 - Do you think bystanders can be neutral when they see others being bullied?
 - How do you feel when they see others being bullied? What do you usually do?
 - What are some of the things bystanders can do to stop bullying in their schools?
3. Next, give Annexure 7 to all participants and ask them to complete the quiz.
 4. When all participants are finished, read the first statement aloud. Ask participants to tell you, with a show of hands, if the statement is true or false.
 5. Ask the participants to explain their answers. Once the participants are done with their response, the facilitator can reveal and explain his/ her own response as explained by the statements in Annexure 8.
 6. Repeat this process for each statement. Conclude the discussion by discussing with participants what it means to be a bystander who witnesses or hears about bullying.

(Trainer Note: Emphasize the fact that Bystanders play an important role in promoting or preventing bullying. Often without realizing it, they may make a situation worse by providing an audience, maintaining silence, actively encouraging, or joining in. But, bystanders can stop the bullying by aiding the victim, drawing support from other bystanders, or getting help from adults. Refer to the factsheet for more information.)



Part 5: Cyberbullying

Time:

30 Minutes

Objective:

Participants will be able to define cyberbullying, list key characteristics, and identify appropriate responses to cyberbullying scenarios.

Materials:

- Print outs of emails, texts, tweets, blogs, message boards, Facebook, Instagram, WhatsApp posts, and social media sites.
- Annexure 9: Evaluation

Techniques:

- Brainstorming
- Interactive Discussion

TRAINER INSTRUCTIONS:

1. Place the print outs on the wall/white board.
2. Ask participants to state what all the postings have in common. Group members may respond that they are all forms of communication and they are all facilitated through technology. Point out that they can also be used to cyberbully. (Cyberbullying is bullying through technology.)
3. Now invite participants to share what they already know about and/or their personal experiences with cyberbullying.
4. Explain that cyberbullying, like all bullying, has three key characteristics. If one characteristic is missing, then the conduct cannot be defined as cyberbullying.

5. Write on the board: POWER, INTENT, and REPITITION. Explain that these are the three key characteristics of bullying conduct.
 - POWER – the person bullying has more power (physically, socially, etc.) than their target
 - INTENT – the bully intends to harm their target
 - REPITITION – the behavior is repeated, or there is a threat that it will be repeated.
6. Give participants an example of cyberbullying: Tiya and Aryan created a website rating the popularity and attractiveness of the girls in their class from the most to the least popular. They update the standings every day. Rashmi was horrified when she discovered that she was listed as “the biggest loser in the class”.
7. Ask participants for suggestions of how to respond to this scenario. Discuss the suggestions and decide as a group which ones are the best options.
8. Present a second cyberbullying example: Surabhi receives e-mails and posts on her social media page from the members of a group at school every day. The messages accuse Surabhi of things that she knows she didn't do.
9. Ask participants how they would respond to this scenario as the target (Surabhi) or a bystander. Discuss the suggestions and decide as a group which ones are the best options.
10. List the best options for responding to cyberbullying on the board. Responses should include: seek help from an adult; report cyberbullying to adult family members, teachers, social media sites and your Internet Service Provider (ISP); block cyberbullies from contacting you; and refuse to forward or respond to hurtful messages.
11. Generate a discussion using the following guidelines:
 - What is different about communicating through technology versus communicating in person?
 - What do students feel is worse: cyberbullying or bullying face-to-face?
 - If you forward a mean message, are your actions cyberbullying?
 - Why has cyber bullying become so prevalent in our society?
 - What role should school faculty and staff play in responding to cyber bullying?
12. Distribute Annexure 9 and ask the group to complete the evaluation. Gather the feedback and include it in your trainer's report.



Part 6: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session.

Materials:

(Depending on Option Selected)

Option One:

- Annexure 10: Bullying Quiz Worksheets

Option Two:

- Annexure 11: “Think About It” Cards (cut into squares)

Option Three:

- Large poster paper
- Colored markers

Option Four:

- Annexure 12: Actions and Responses

Option Five:

- None

Techniques:

- Applying learning to daily life
-

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option 1: Bullying Quiz –

1. Give the copies of Annexure 10 - Bullying Quiz Worksheet to the participants.
2. Ask them to respond to each statement by circling true or false.
3. Once they are finished with the exercise, select a volunteer each time to respond to a statement along with the explanation. Generate group discussion around the responses.
4. Conclude the activity by focusing on the main points related to bullying behavior.

Option 2: Think About It –

1. Greet the participants and tell them that today they will be discussing what they have learned about bullying.
2. Select a volunteer each time and ask them to pick a “Think about It” Card from Annexure 11 and share their views about it.
3. Once they are finished with their explanation, the facilitator can also ask rest of the participants if they want to elaborate or add on the statements written on the card.
4. Repeat the process until you finish with the cards.

Option 3: I Will Speak Up –

1. Ask the participants to work in groups to prepare a poster based on the statement: “I will speak up when someone is being bullied”
2. When everyone is finished invite them to share their posters with the group and facilitate discussion.

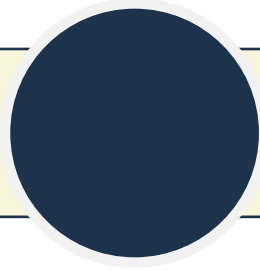
Option 4: Actions and Responses –

1. Divide the group into smaller groups of 3-4 and distribute Annexure 12. Ask the groups to work together to place the responses in the appropriate category (giving in, hurting back, standing up). Then ask them to prepare a role play for one of the bullying scenarios and all three types of responses.

2. Invite the groups to demonstrate their role plays in front of the entire group and lead a discussion around what might happen in each of the types of responses.

Option 5: Bullying Prevention Team/Children's Committee –

1. Encourage children to form a Bullying Prevention Team in their Homes. Discuss steps necessary to form the team including:
 - Identify the purpose of the team
 - Who would be on the team? Who would lead it?
 - What would the team do specifically?
 - How often would they meet?
 - Etc....



Annexures

Bullying is Never Okay

Ages 13+

ANNEXURE 1: Bullying Scenario

ANNEXURE 2: Bullying Behavior Worksheet

ANNEXURE 3: Bullying Behavior Cards

ANNEXURE 4: Answer Guide to Bullying Behavior Worksheet

ANNEXURE 5: Role Play Scenarios

ANNEXURE 6: Ways to Deal with Bullying Behavior

ANNEXURE 7: Bystander Quiz

ANNEXURE 8: Bystander Quiz Explanatory Statements

ANNEXURE 9: Evaluation

ANNEXURE 10: Bullying Quiz Worksheet

ANNEXURE 11: “Think About It” Cards





Annexure 1: Bullying Scenario

Bullying Scenario

Sujit and Manoj wanted to buy some snack foods at a shop just outside the school gate but they didn't have enough money. They spotted Sharad going home. They caught hold of him and threatened/ bullied him for money to buy the snacks. Sharad refused because he had often been forced to lend money to them since he had joined this school in class 9 almost a year ago. The two boys never returned the money they borrowed. When Sharad refused, the other boys began to push him around. He tripped and fell. The two friends snatched Sharad's money and ran away. Sharad's class teacher, who was returning home saw him lying on the ground and helped him back to his feet. Despite being asked, Sharad did not reveal how he hurt himself. The next day, Abid, who was Sharad's classmate, and had witnessed the whole incident, asked him to complain to the teacher. Sharad hesitated, but agreed when Abid offered to accompany him to the teacher's room

Discussion Guidelines

- What do you think was happening in the story?
- Do incidents like this happen in real life?
- What term can be used to define such incidents? (Help them come to the term bullying)
- What according to you is bullying?



Annexure 2: Bullying Behavior Worksheet

Type of Bullying	Example of Behaviour
Physical Bullying	
Verbal Bullying	
Social Bullying	
Material Bullying	
Sexual Bullying	
Not Bullying	



Annexure 3: Bullying Behavior Cards

Regularly hitting or punching someone	Spreading rumours or lies about someone	Not liking someone who is in your group
Tripping or shoving someone whenever they go past	Teasing someone for not being good at sport	Constantly teasing someone for being good at sport
Stealing/demanding someone's belongings	Teasing someone for being good at school or maths	Fighting about who gets to sit where at school
Threatening online to hurt someone in person	Standing over someone to make them afraid they will be hurt; intimidating someone	Touching someone's private parts to make them feel bad or embarrassed.
Damaging or breaking someone's property, uniform, school things	Being rude to someone one time, but then you realise that's not okay	Constantly teasing a boy for being gentle with others
Continually picking on someone and trying to make them feel bad	Trying to stop someone from joining in with a group	Being angry at someone who has taken your things
Tagging inappropriate or unflattering images online	Stealing someone's favourite bracelet	Not sharing your belongings with someone
Saying or doing lots of mean things to upset someone	Saying mean or humiliating things about someone	Saying you disagree with someone's comment online
Sending nasty messages to someone online	Sending inappropriate sexual images to someone online	Pushing someone around on the bus most afternoons
Making fun of how someone looks or what they wear	Calling someone names	Joking with someone that they always forget their belongings
Acting as though someone is not there or ignoring them	Tearing up someone's papers	Trying to make others not like someone



Annexure 4: Answer Guide – Bullying Behavior Worksheet

Type of Bullying	Example of Behaviour
Physical Bullying	<ul style="list-style-type: none">• Regularly hitting or punching someone• Tripping or shoving someone whenever they go past• Stealing/demanding someone's belongings• Damaging or breaking someone's property, uniform, school things• Standing over someone to make them afraid they will be hurt; intimidating someone• Pushing someone around on the bus most afternoons•
Verbal Bullying	<ul style="list-style-type: none">• Continually picking on someone and trying to make them feel bad• Saying or doing lots of mean things to upset someone• Sending nasty messages to someone online• Making fun of how someone looks or what they wear• Teasing someone for not being good at sport• Teasing someone for being good at school, maths etc.• Calling someone names
Social Bullying	<ul style="list-style-type: none">• Trying to stop someone from joining in with a group• Trying to make others not like someone• Saying mean or humiliating things about someone• Spreading rumours or lies about someone• Acting as though someone is not there or ignoring them• Constantly teasing someone for not being like a 'typical' girl or boy, e.g. teasing a girl for being good at sport or a boy for being gentle with others

Material Bullying	<ul style="list-style-type: none"> • Stealing someone's favourite bracelet • Tearing up someone's papers
Cyber Bullying	<ul style="list-style-type: none"> • Sending inappropriate sexual images to someone online • Threatening online to hurt someone in person • Sending nasty messages to someone online • Tagging inappropriate or unflattering images online
Sexual Bullying	<ul style="list-style-type: none"> • Sending inappropriate sexual images to someone online • Touching someone's private parts to make them feel bad or embarrassed.
Not Bullying	<ul style="list-style-type: none"> • Fighting about who gets to sit where at school • Not liking someone who is in your group • Being angry at someone who has taken your things • Not sharing your belongings with someone • Saying you disagree with someone's comment online • Being rude to someone one time, but then you realise that's not okay • Joking with someone that they always forget their belongings



Annexure 5: Role Play Situations

Situation 1

A group of kids won't let Kiran sit with them at lunch even though there's plenty of room at the table.

Situation 2

A group of boys play soccer at recess every day and one boy "Rohan" is continually called "gay" by them.

Situation 3

Reema always makes fun of Meera's looks. A group of girls notice this and some in the group even join in. Meera decides to say something about it.

Situation 4

Ayushi is eleven years old studying in class VIII. She is dark and short. She also uses glasses. Her friends always make fun of her dark complexion. They tease her and say that she is not good looking. They often call her 'Chashmu'. Due to this, her performance has also started deteriorating. All this is causing her a lot of stress.

Situation 5

A bully, Sameer is trying to get his classmate, Arjun to help him to cheat in an examination. Arjun doesn't want to but doesn't know how to deal with the situation.

Situation 6

A senior in your school always says that he will beat you up if you do not carry his book bag to his classroom

Situation 7

Radha is often patronised for being a quota student and manhandled by her strict convent school seniors. Her worst nightmare soon became a reality when she was cornered in the school bathroom and bullied for being poor and unhygienic

Situation 8

Imtiaz 13, is constantly mocked and mimicked by his own classmates for being dyslexic.



Annexure 6: Ways to Deal with Bullying Behavior

- Walk Away. Go to a place where an adult is present
- Say No very firmly. Example: Say “No” in a self-assured manner.
- Tell an adult you trust about what has happened
- Stay with a group
- Stay away from kids you know are bullies – Avoid the bully and use the buddy system
- Ignore the Bully – Pretend you did not hear him/her. Don’t even look at him/her.
- Act brave, even if you don’t really feel that way.
- Show Confidence – Do not cry, get angry, or show that you’re upset. Confidence is bully’s biggest enemy.
- Keep Cool, and act as if you do not care
- Tell a Friend
- Have a funny joke ready
- Do not keep it to yourself and just hope the bullying will "go away" on its own.
- Don't keep your feelings inside, talk to friends, parents, teachers, counsellors.
- Talk about it – must tell an adult in your safety net.



Annexure 7: Bystander Quiz

BYSTANDER QUIZ			
WHICH OF THESE STATEMENTS IS TRUE?			
1	Bystanders are usually the persons watching when kids get bullied.	True	False
2	Most kids who watch bullying feel uncomfortable.	True	False
3	Most kids who watch bullying do nothing to try to stop it	True	False
4	Kids who silently watch bullying usually make things worse.	True	False
5	Kids who laugh at or cheer on bullying usually make things worse.	True	False
6	Kids who try to stop the bullying often make things better	True	False
7	Sometimes grownups don't stop bullying because they don't see it happen, don't hear about it, or don't understand how much it hurts.	True	False
8	Both Kids and adults can learn to become helpful bystanders who stop bullying.	True	False



Annexure 8: Bystander Quiz Explanatory Statements

Research provides evidence for each statement.

Bystanders are usually the persons watching when kids get bullied.

True: Child bystanders were present in 85% or more of the bullying incidents in observation studies of children in playgrounds and classrooms.

Most kids who watch bullying feel uncomfortable.

True: Between 80% and 90% of bystanders reported that watching bullying was unpleasant and made them feel uncomfortable. Many children also felt they should step in to help a child who was being bullied.

Most kids who watch bullying do nothing to try to stop it

True: Bystanders stood up for the victim only 25% of the time. Instead, bystanders acted as silent witnesses 54% of the time and joined the bullying with words or actions 21% of the time.

Kids who silently watch bullying usually make things worse.

True: Even when bystanders simply watched bullying without trying to stop it, they made things worse by providing an audience for the bully. Bullying lasted longer when more bystanders were present and when bystanders did nothing to stop it.

Kids who laugh at or cheer on bullying usually make things worse.

True: When bystanders laughed at or cheered on bullying, they encouraged the bullying to continue.

Kids who try to stop the bullying often make things better,

True: When bystanders intervened to stand up for the victim, they were successful in stopping the bullying more than 50% of the time—usually within the first 10 seconds.

Sometimes grownups don't stop bullying because they don't see it happen, don't hear about it, or don't understand how much it hurts.

True: Adults are often not aware of bullying because it usually happens in areas with little or no adult supervision, such as bathrooms, hallways, playgrounds, cafeterias.



However, even when adults directly witness bullying, they often overlook or minimize its harmful effects. In playground observations, adults intervened in only 4% of the bullying incidents they witnessed.

Both Kids and adults can learn to become helpful bystanders who stop bullying.

True: When children and adults learn, practice, and use effective ways for bystanders to stop bullying, incidents of bullying can be significantly reduced.



Annexure 9: Evaluation

Unit 18 – Bullying Is Never Okay	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1: Ice Breaker and Introductory Activity	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 2: Bullying is Never Ok	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 3: Saying No to Bullying	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 4: The Bystanders	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 5: Cyberbullying	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		



Annexure 10: Bullying Quiz Worksheet

Circle True (T) or False (F) against each of these statements:			
1	Bullying can make kids feel sad, scared, hurt, lonely, embarrassed and sick.	True	False
2	A bully is mean to those weaker than himself, including small animals.	True	False
3	Bullies seek attention through bad behaviour.	True	False
4	Right within, bullies know that they are not important.	True	False
5	When somebody bullies you, it's good to cry and feel upset.	True	False
6	Ignoring and walking away is a good way to deal with a bully.	True	False
7	After a certain point, asking an adult for help is a good idea.	True	False
8	An onlooker should discourage the bully by firmly asking them to STOP.	True	False
9	If you are getting bullied, it's better to handle it alone.	True	False
10	It's easy for bullies to make many friends.	True	False



Annexure 11: Think About it Cards

Complete the sentence: Bullies are _____.
Has anything like Bullying ever happened to you?
If something like this happened to a younger child, what would you suggest?
Why do some kids get bullied while others don't?
If you are witnessing bullying, what can you do?
Tell three things that you can do to avoid things like this happening?
How do you think most kids feel about bullies?
How do you think most bullies feel about themselves?
Who can you tell if you are being bullied?
Name one strength you have that helps keep you from being bullied?
Why are bullies less likely to bother kids who look confident?
If something like this has happened to you, what can you say to yourself to help you feel better?
Do you think bullies can change how they act?
Tell one thing that your school does or can do to try prevent bullying.
How can you help a friend who is being bullied?
What do you think happens to bullies when they grow up?
Why is it important to tell another person if you are being bullied?
Are bullies brave?
Complete this sentence: It's a good idea for kids to practice how they will react to bullies because _____
What is the best suggestion you ever heard about how to stop a bully?



Annexure 12: Actions and Responses

Place the responses for each scenario below (listed on the next page) in the appropriate response type in the table below.

Bullying Behavior	“Giving In” Response	“Hurting Back” Response	“Standing Up” Response
Scenario 1- Bully pushes and cuts in front of person			
Scenario 2 -Bully grabs a candy that the person is holding and says “Give me that”			
Scenario 3 -Bully laughs, points at person and yells “loser, loser!”			
Scenario 4 -Bully whispers to friends “If you want to be my friend, you can’t play with Raj.”			
Scenario 5 - Bully tells person “You are really bad as goalie. I’m taking over. Get out of my way, stupid.”			

Responses:

Scenario 1

Person stand tall and says, "This is my place. No cutting allowed."

Person shoves bully out of line and says "You jerk!"

Person steps back, puts their head down and says nothing.

Scenario 2

Person screams and kicks bully

Person firmly holds on to the candy and says "Sorry, this is mine."

Person lets bully take the candy and timidly says "Ok"

Scenario 3

Person looks upset and starts to cry.

Person replies, "Your girlfriend is ugly."

Person calmly looks at bully and says, "You're wasting your time trying to make me mad."

Scenario 4

Person talks privately with bully and says "I know you're talking about me behind my back and I don't like it."

Person finds out and tells a nasty rumor about bully.

Person finds out, sits alone at a table and says, "I guess I have to eat by myself."

Scenario 5

Person says "Sorry I messed up" and hands the ball to the bully.

Person shouts "Who are you calling stupid?? You are the stupid one!"

Person stays in the goal box and says "I'm playing goalie for the rest of the game."