Bullies: Who, What and Why for Students

By Katie Ransohoff, Julia Ransohoff and Nancy L. Brown, Ph.D.

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Revised: August 2006
Bullying is a really tough issue for kids, particularly “preteens” (9 to 12 years of age).

Bullying makes us feel bad about ourselves, can hurt us physically and leave us feeling sad, angry and/or very lonely.

A bully does not have to be a big kid who beats up a smaller kid, steals lunch money or takes another person’s food. Bullying can be excluding someone, judging someone, talking mean about someone, starting or spreading gossip about someone, calling someone a name, or even just ignoring someone.

A victim or target is the person being bullied or left out of activities. Everyone can be a target at some time and there is no particular characteristic or type of person that bullies pick on. The victim is frequently scared or lonely and feels hurt or sad by the experience.

A bystander is someone who watches a victim get bullied. This person may or may not try to stop the bullying and/or report it. We hope that after participating in these activities, you will always help the victim stop the bullying.

We do not believe that any of these behaviors are acceptable. We wrote this bullying curriculum to help you understand bullying, build strong relationships, learn positive ways of talking to others and behaviors that will help you avoid being a bully or a target!

Your teacher may ask you to do these activities with a partner, or they may give you a copy of the activities to complete on your own in class or as homework. You can also go to www.pamf.org/preteen/myfeelings/bullying/ to access this material online.

We hope you enjoy learning about bullying and also teach someone else what you have learned – by being a role model or telling your friends about the dangers of bullying.

Katie Ransohoff   Julia Ransohoff   Nancy L. Brown, Ph.D.

Revised: August 2006
There are four main types of bullying: physical, verbal, mental and cyber…but what are they?

**Physical** bullying means hurting someone physically. It’s never OK, so you should always tell a teacher or grown up, because kids can cause some pretty serious damage. Even pulling someone’s hair or pushing him or her is dangerous. Physical bullying can get out of hand. Whenever it happens, get away or call for help.

**Verbal** bullying means calling someone a name or teasing him or her. Verbal means using your voice, so any taunting, name-calling or poking fun is verbal bullying. It could also include mean or hurtful comments. Verbal bullying hurts as much emotionally as physical bullying hurts someone’s body, and the effects could last even longer than a push or shove. Any mean comment could stick with the victim if they focus on it. If somebody is mean, tell a teacher or parent, and tell the person to stop. If you hear mean comments, ignore them (or tell the person to stop, but don’t pay attention to what they’re saying) and tell someone who can help you.

**Mental** bullying is judging or discriminating against someone who is not the same as you. We’re all different, and that’s what makes us special, so why would anybody be mean about it? Good question! Some kids are jealous; others are just uninformed. Kids could be judged based on their skin color, intelligence, size, athletic ability, how much money they have, where they are from or anything else that has nothing to do with who they are as people. If you experience mental bullying, tell an adult that you trust.

**Cyber** bullying is any bullying that people do using technology. This can include using computers and cell phones. Some common cyber bullying behaviors are spreading personal e-mails, posting mean or personal information on a blog or Web site, or sending mean text messages on a cell phone. It is hurtful and just as mean as other types of bullying. Also, it is sometimes hard to find the cyber bully because technology and messages can be anonymous. You do not always know who created a Web site, and even though you do know whose account the nasty e-mail was sent from, you do not know who physically typed the e-mail. If you see something mean, you should tell...
a teacher or adult. Since almost everyone is surfing the Internet, posting personal information about a person is dangerous.

There is an important difference between exclusion and bullying. Exclusion involves leaving someone out of activities or conversations; and ignoring people can make them feel as bad as if they were bullied. Both exclusion and bullying can lead to hurt feelings.

Bullying is never OK—for the victim or bully, and neither is watching bullying and ignoring what is going on. Even the bystanders need to help—stop the bully and/or tell somebody about the situation.

Bullying is hurtful, no matter what. If you see bullying or are a victim of bullying, it is important to tell the bully to stop and to tell a teacher or adult who can help you. Bullies may not realize what or why they are doing something. You should stop bullying in every way: stop bullying others, stop putting up with bullying, and don’t let bullies get away with their behavior. If you are a bystander, you can stop the bully by speaking up and/or telling teachers and parents.

A good friend is someone who is there for you no matter what. Friends don’t judge, and friends don’t spread rumors. A friend is someone you can trust and who won’t hurt your feelings. Friends don’t betray each other, and they are honest with you. You can count on friends to help you stop or report the bullying.

In middle school, friendships can be hard. They may change, grow deeper or end. Some of this may be for reasons you don’t understand, or it may just be because you are growing up. If you are a good friend to others, they will treat you the same way — or they’re not good friends. Friendships should make both people feel good. Friends can fight, but they should always be able to talk through a conflict and figure out how to resolve it.

Though you may not realize it, one of the most important roles in stopping a bully is that done by the bystander. This person is not the bully or the victim, but the witness to the bullying. There is not just one kind of bystander, there are those who help the bully, those who don’t speak out and those who get help. It is important you do everything you can to stop the bullying and be an active bystander.

Remember you are not alone in stopping bullying. There are many resources just for you and people that understand what kids experience. There are many things you can do to help!
Girls participate in bullying just as much as boys do, and sometimes in ways that are very hurtful. When you think of male bullying, you might think of physical violence. When girls bully other girls, it is usually not as out in the open, so it is harder for teachers to see and stop the bullying.

Girls often participate in verbal, mental and cyber bullying. Gossip is a common form of bullying performed by girls, and it can go on without the victim knowing she is being targeted. Gossip comes in many different forms. Verbal bullying occurs when a bully talks about the victim negatively. Mental bullying occurs when the bully humiliates the victim. Finally, cyber bullying occurs when people gossip through e-mail, instant messaging, blogs or any other online technology. These are not the only type of bullying done by girls, but they are by far the most common.

Some girl bullies do not just gossip. They go straight to their victims and call them names, or make fun of how they act or what they wear. Another activity that is similar to bullying is exclusion. Not picking a kid to be on your basketball team during recess is an example of exclusion. For girls, the scenario more often involves parties. For example, not inviting someone to a party but making sure they know the party is happening is a form of exclusion bullying. Another example of exclusion is making plans in front of someone that is not included or invited.

Some girl bullies use text messaging, comments on blogs or Web sites, online polls, e-mail or instant messaging to target their victims. These are sometimes anonymous so it is hard to identify the bully. Although non-traditional, these new forms of bullying are extremely hurtful.

Here are some examples of bullying among girls:

- Caroline and Annie got in a fight. Caroline is having a birthday party but does not invite Annie. Caroline talks about the party non-stop in front of Annie.
- Emma was sick and not at school one day. That night, Sandra sends Emma an anonymous text message, telling her that no one likes her, school was better without her, and that she should not come back.
- Megan sets up a poll on a Web site in which she posted three pictures of kids in her class and has people vote on who is the biggest dork. She sends the Web site address to a bunch of her classmates.
- Britney is jealous that Nicole is becoming more popular than her. Britney walks up to Nicole and tells her that her shirt is the ugliest shirt ever, and she should never wear it again.
Many girls bully other girls to feel better about themselves. Instead of physically showing how they are stronger than someone else, girls might verbally put others down so they can feel more confident about themselves.

If a girl has bullied you, remind yourself that she is only bullying you because she is insecure. Be the bigger person – if you do not respond, the bully has no way to make herself feel stronger.
Introduction
You may know someone who you think is a bully because they gang up on certain kids or tease and harass others. But there are many other kinds of bullies.

Instructions
Find a partner in the class and ask him or her these questions, writing down his or her answers as completely as you can. Once you have both answered the questions, return to your seat for the class discussion. Be prepared to share the answers your classmate gave you.

🎯 What is bullying? ________________________________________________________________

_______________________________________________________________________________

______________________________________________________________________________

🎯 Verbal bullying
Definition: _______________________________________________________________________

_______________________________________________________________________________

______________________________________________________________________________

Example: _________________________________________________________________________

_______________________________________________________________________________

______________________________________________________________________________
Physical bullying
Definition: ________________________________

______________________________

______________________________

Example: ________________________________

______________________________

Mental bullying
Definition: ________________________________

______________________________

______________________________

Example: ________________________________

______________________________

Cyber bullying
Definition: ________________________________

______________________________

______________________________

Example: ________________________________

______________________________
Why do you think some people bully others?

What should you do if you see someone being bullied?

What should you do if you are being bullied?

What resources do you have at school to help protect you or others?

Answer the above question first, then see the resources section (on page 19 or at www.pamf.org/preteen/myfeelings/bullying/) and write down one more resource you didn't know about before.

I didn't know _____________________ was a resource.
Activity 2: What is a Friend?

Introduction
Friends are great to have, but it is important to remember that no one is perfect. It is impossible to have perfect friends or to be a perfect friend. Just set realistic expectations that you and your friends can live up to. Answering the following questions will help you along the way.

Instructions
Take some time to answer these questions, then look at www.pamf.org/preteen/myfeelings/friendship, and see if you can add more information about friends.

What is a good friend?

Why wouldn’t a good friend talk to you about someone else behind their back?

Why should a good friend be honest and admit they did something that hurt someone else’s feelings?

What can you do to be a good friend?

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Is part of being a good friend forgiving someone if they do something wrong? Why? What if they hurt you?

*If you need some help answering this question, take a look at the Circle of Friends article at Conflict Resolution article at


What can a good friend do for you? How can they help you in your everyday life?

What do you think a perfect friend would be like? What can you expect a good friend to realistically be like?
Introduction
Are you wondering if you’re a bully? Here’s a quick way to find out.

Instructions
Read the following list, and put a check in your answer to each question. Be honest about these questions because it is not hard to get help (if you’re a bully), and everyone can change!

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you pick on people who are smaller than you, or on animals?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you like to tease or taunt other people?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If you tease people, do you like to see them get upset?</td>
<td></td>
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<tr>
<td>4. Do you think it’s funny when other people make mistakes?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Do you like to take or destroy other people’s belongings?</td>
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<td></td>
</tr>
<tr>
<td>6. Do you want other students to think you’re the toughest kid in school?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. Do you get angry a lot and stay angry for a long time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you blame other people for things that go wrong in your life?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do you like to get revenge on people who hurt you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. When you play a sport or game, do you always have to be the winner?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11. If you lose at something, do you worry about what other people will think of you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do you get angry or jealous when someone else succeeds?</td>
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<td></td>
</tr>
</tbody>
</table>

Questions used with permission from Bullies are a Pain in the Brain, Trevor Romain, Free Spirit Press, 1997, ISBN 1-57542-023-6
Scoring Your Quiz

For every time you checked “yes,” count one point. Each “sometimes” is a half point. Each “no” is zero points.

If you have a score of zero, congratulations! This means that you do not have any of the characteristics of a bully. Keep up your good behavior and continue to be a good role model for your classmates.

If you scored one or two points on this quiz, you have some of the characteristics of a bully. This means that in specific situations, you display the same behaviors that bullies do, but the majority of the time you have respectful, kind reactions. Try to make all of your reactions the same, so people can count on you to be polite and to stay away from bullying.

If you scored three or more points on these questions, you do not show respect to others in some situations and have many of the same qualities of a bully. Try to change your behavior and think before you act. Control your actions, if something you are about to do could hurt someone else, don’t do it. If you treat others with the respect they deserve, you will like yourself more and other people will treat you with more respect, too.

If you did not like your score, after you try some of the following things, take this quiz again (in a week or so) and see if you are making some changes.

Some things to try:
- Think about what you are about to say before you say it, and if you would not like it said to you, keep your mouth closed.
- Control your temper, and walk away from a situation.
- Keep your voice down, and don’t use mean words.
- If you are a bully, you can change. You can apologize to the people you have hurt, and talk with your parents, teachers, school counselors or other adults about learning how to respect others and yourself.

If you answered “yes” to three or more of these questions, you probably are a bully and need to find ways to change your behavior. If you do not know how, ask an adult to help you learn how to treat people with a little more respect. You will like yourself more and other people will treat you with more respect, too.

If you did not like your score, you can try some of the following things and take this quiz again (in a week or so) to see if you are making some changes.

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Introduction
It seems that if you ask someone what he or she would do in a situation, they give you the best answer possible or the answer they wish they could do and know is the right answer. But often, that is not the choice they would actually make if they were in that situation. These activities will help you understand how to make the right decisions and think about what will happen if you make the wrong choices.

Instructions
For each situation, three or four kids will act out the scenario. Before the solution is acted out, think about what you think is the best answer to the question and why.

Scenario 1 Description: Taylor tries to make Sammy give him his lunch money. Jo overhears.

Taylor: Bully
Jo: Bystander
Sammy: Victim

Scenario 1 Dialogue:
Taylor: Give me your lunch money!
Sammy: No. It’s mine. Besides, you have your own.
Taylor: I don’t care. I said give it to me!

~~~FREEZE~~~
Question#1
What should the victim, Sammy, do? What about the bystander, Jo?

Solution #1
Sammy: I won’t give it to you! (and walks away…)

Solution #2
Sammy: Um…well…
Jo: You can’t take someone’s money. Just stop it and leave him alone!
**Scenario 2 Description:** Dani gossips to Alex behind Evan’s back, and Evan finds out.

- Dani: Bully
- Alex: Bystander
- Evan: Victim

**Scenario 2 Dialogue:**

Dani: Did you see what Evan is wearing?
Alex: Um…yeah.
Dani: Isn’t it horrible? Why would anyone wear something like that?

~~~FREEZE~~~

Question #1
What should the victim, Evan, do? What about the bystander, Alex?

Solution #1
Alex: I actually like what she is wearing, and even if I didn’t, it is not nice to gossip.

Solution #2
Alex: Yeah, I know what you mean.
Evan: Hi, I overheard you guys talking about me, and I just want to tell you that it hurts my feelings, and that it is not nice to gossip.
Dani: I’m sorry. I didn’t realize how mean it was.
Alex: I’m sorry too. It won’t happen again.

**Scenario 3 Description:** Brett calls Jesse stupid. Bailey overhears.

- Brett: Bully
- Bailey: Bystander
- Jesse: Victim

**Scenario 3 Dialogue:**

Jesse: That was a really hard math test!
Brett: No it wasn’t. You’re just stupid.

~~~FREEZE~~~

Question #1
What should the victim, Jesse, do? What should the bystander, Bailey, do?

Solution #1
Jesse: Hey, don’t talk to me like that. It’s not nice or even true.

Solution #2
Bailey: You know, you shouldn’t say something like that.
Brett: Oh, really?
Jesse: Yeah, don’t do it again or I will tell the teacher.

**Scenario 4 Description:** Morgan excludes Skylar from the basketball game at recess; Quinn and Cary are not excluded.

- Morgan: Bully
- Quinn: Bystander #1
- Cary: Bystander #2
- Skylar: Victim

**Scenario 4 Dialogue:**

Morgan: I choose Quinn for my team. Cary can be on the other team. And it looks like that is everyone. Let’s get playing.

~~Skylar is the only one left, and the game is about to start.~~

~~~FREEZE~~~

Question #1
What should the victim, Skylar, do? What about the bystanders, Quinn and Cary?

Solution #1
Skylar: Hey, what about me? Should I be on your team or Cary’s team?
Morgan: (ignoring Skylar) Okay, let’s get started. Remember, guard your person!
Skylar: Fine. I’m on Cary’s team, now let’s start playing.

Solution #2
Quinn: What about Skylar? He’s not on a team yet.
Morgan: Exactly. Skylar can’t play with us.
Cary: Morgan, don’t be mean. Skylar can be on our team. Come on, Skylar. **Now** we can play.
**Instructions:** List examples of exclusion and physical bullying, as well as behaviors you think are both exclusion and physical bullying. Discuss with a partner (or sibling, parent, friend or classmate) how both make the victim or target feel.

What do you think are the differences and similarities between exclusion and bullying?

- 1.
- 2.
- 3.

---

**Activity 5: Exclusion vs. Bullying**

- Exclusion
- Physical Bullying
- Both

1.
2.
3.
**Activity 6: Your Turn**

**Introduction**
You have seen your classmates act out situations like these (from Activity 4), but now it is your turn to say what you would do in these specific scenarios.

**Instructions**: Check the answer you think is best.

Your friend was just teased by a bully. The bully told your friend he was ugly and no one liked him. You…

- 1. Go yell at the bully.
- 2. Tell the teacher.
- 3. Tell your friend that it is not true.

Recess just ended and you come back to class. Everyone is whispering, and your friend tells you that the bully ate your lunch. The whole class is watching, and you…

- 1. Start crying and tell the whole class how much you hate the bully.
- 2. Drop everything and run out of the classroom to go call your parents to have them bring you another lunch.
- 3. Go up to the teacher and tell him or her what happened.

During lunch, you accidentally drop your wrapped sandwich on the ground. Just as you bend over to pick it up, the class bully walks by and purposefully steps on your sandwich and smashes it into the ground. You can’t find a teacher, so you…

- 1. Don’t do anything; you’re used to that kind of thing.
- 2. Go grab the bully’s lunch, and put it in the trash.
- 3. Do nothing for now, but when class starts again, you tell your teacher.
There are many types of bullies and targets, but let’s not forget the many people who are not directly involved but still have an impact. Read the information in the figure below. What type of bystander, bully or target are you? Put the letter below.

I’m letter  

Activity 8: Fill-in-the-Blank and Word Search

Instructions
First, fill in the blank with words from the word bank, then find the words in the word search.

Word Bank

<table>
<thead>
<tr>
<th>target</th>
<th>teasing</th>
<th>angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>bystander</td>
<td>bully</td>
</tr>
<tr>
<td>cliques</td>
<td>violence</td>
<td>teacher</td>
</tr>
<tr>
<td>safety</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Someone who is mean and hurtful to other people is a ____________.
2. If you witness someone being bullied, you are a ____________.
3. If someone is bullied, you should go to a ____________ or an adult.
4. The most common place kids are bullied is at ____________.
5. Getting assistance can help with your ____________.
6. A bully might also bother someone by ____________ them or calling them names.
7. Someone who is bullied might feel frustrated and ____________.
8. Someone who is bullied is the ____________.
9. Serious bullying might involve ____________, which is dangerous.
10. Groups of kids who hang out and exclude others are called ____________.

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School Resources

If you are bullied or know someone who is being bullied, you don’t have to solve everything on your own. There are many people at your school that can help you stop the bullying. Some of these people include:

- Teachers
- Other staff members
- School guidance counselors

Outside Resources

- Your parents
- Your friends’ parents
- Relatives
- Siblings
- Trusted adults

Web Sites

- [www.pamf.org/preteen/myfeelings/bullying](http://www.pamf.org/preteen/myfeelings/bullying)
  The Palo Alto Medical Foundation’s (PAMF) Web site for preteens has information about bullying.

- [www.kidshealth.org](http://www.kidshealth.org)
  This Web site has surveys about bullying and ways to deal with bullying.

- [www.pta.org/bullying](http://www.pta.org/bullying)
  This is a national site about overcoming bullying and understanding why bullies do what they do.

- [www.kidpower.org](http://www.kidpower.org)
  Stop bullies — a site for parents, teachers and kids.
www.pbskids.org/itsmylife/friends/index.html
This is a section of the Web site about friends, gossip, fights and growing up.

www.thebullybook.com
The Bully is a story about a young boy being bullied at school and how he stops it. It can be read in class, used as a coloring book and includes a questions and answer section.

www.pacerkidsagainstbullying.org
This is an interactive Web site with polls, games, contests and celebrity videos about bullying prevention.

Books

This is a good book for kids on bullying. It's where the bullying quiz is from. For a review of this book go to:
www.pamf.org/preteen/share/books/bullies.html

This book has information and advice on how to make friends and keep them, as well as determining who is a phony and what a mean clique is.

Here's another book that's helpful – it has tips on surviving middle school, bullies included. For a review of this book, go to:
www.pamf.org/preteen/share/books/tooold.html

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Student Evaluation Form: Bullying Module

School Name: _________________________  Grade: __________________

Teacher’s Name: __________________  Date: ___________________

Key: 1-Poor  2-Fair  3-Good  4-Excellent

1. How would you rate the appearance and pictures in the module? 1 2 3 4
2. How well do you think the content fits your grade/age level? 1 2 3 4
3. How would you rate the activities? 1 2 3 4
4. How would you rate the information? 1 2 3 4

5. What did you learn? (Check all that apply.)
   1. Different types of bullying that occur
   2. How to handle a situation with a bully
   3. Why people are bullies
   4. Different roles in a bullying situation
   5. Resources for learning how to prevent bullying
   6. If you or someone you know is a bully

6. Have you ever been bullied? YES NO
6a. If so, what kind? (Check all that apply.)
   1. Verbal
   2. Physical
   3. Mental
   4. Cyber

7. Have you ever bullied someone? YES NO
7a. If so, what kind? (Check all that apply.)
   1. Verbal
   2. Physical
   3. Mental
   4. Cyber

8. What was your favorite activity?
   1. Activity 1: Questions About Bullying
   2. Activity 2: What is a Friend?
   3. Activity 3: Are You a Bully?
   4. Activity 4: Role-Playing Scenarios

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9. What was your least favorite activity?
   - 1. Activity 1: Questions About Bullying
   - 2. Activity 2: What is a Friend?
   - 3. Activity 3: Are You a Bully?
   - 4. Activity 4: Role-Playing Scenarios
   - 5. Activity 5: Exclusion vs. Bullying
   - 6. Activity 6: Your Turn
   - 7. Activity 7: Bullying Circle
   - 8. Activity 8: Word Search

10. Have you seen bullying in your classroom or at school?  □ YES  □ NO
10a. If so, what kind? (Check all that apply.)
   - 1. Verbal
   - 2. Physical
   - 3. Mental
   - 4. Cyber

11. On a scale of 1 to 10, with 10 being the best, how would you rate this bullying module overall?

□ 1  □ 2  □ 3  □ 4  □ 5  □ 6  □ 7  □ 8  □ 9  □ 10

12. On a scale of 1 to 10, with 10 being the best, how well do you think these activities will help stop and prevent bullying in your school?

□ 1  □ 2  □ 3  □ 4  □ 5  □ 6  □ 7  □ 8  □ 9  □ 10

Please return your completed evaluation form to your teacher.

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Student Pre-Evaluation Form: Bullying Module

School Name: ______________________   Date: __________

Teacher’s Name: ________________   Grade: __________

1. Do you think bullying is a problem for kids your age?  ■ YES  ■ NO

2. If yes, what types of bullying have you seen or heard about at your school?
   ■ 1. Physical
   ■ 2. Verbal
   ■ 3. Mental
   ■ 4. Cyber
   ■ 5. Exclusion

3. Is this bullying?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Is this bullying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A fourth-grade student pushes a second-grade student out of the lunch</td>
<td>■ YES  ■ NO</td>
</tr>
<tr>
<td>line and takes her place in line.</td>
<td></td>
</tr>
<tr>
<td>b. A third-grade student makes a mooing sound whenever a large girl in her</td>
<td>■ YES  ■ NO</td>
</tr>
<tr>
<td>class walks by her.</td>
<td></td>
</tr>
<tr>
<td>c. Every time a second-grade boy makes a request to join a game during</td>
<td>■ YES  ■ NO</td>
</tr>
<tr>
<td>lunch or recess, everyone pretends he did not speak.</td>
<td></td>
</tr>
<tr>
<td>d. A student sends an e-mail with a picture of someone picking their nose</td>
<td>■ YES  ■ NO</td>
</tr>
<tr>
<td>to other kids at school.</td>
<td></td>
</tr>
<tr>
<td>e. A girl tells her friend that another classmate is stupid and mean, and</td>
<td>■ YES  ■ NO</td>
</tr>
<tr>
<td>the gossip spreads around the school.</td>
<td></td>
</tr>
</tbody>
</table>

4. What should you do if you see someone being bullied? (Check all that are good choices.)
   ■ 1. Tell a teacher, an adult on yard duty, someone in the office or an adult
   ■ 2. Tell the bully to stop
   ■ 3. Comfort the person who is being bullied
   ■ 4. Bully the bully back
   ■ 5. Nothing; you are not the one being bullied

5. What should you do if you are being bullied? (Check all that are good choices.)
   ■ 1. Tell a teacher, an adult on yard duty, someone in the office or an adult
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Revised: August 2006
6. What resources do you have at school to help protect you and others?
   ☐ 1. Teachers
   ☐ 2. Other adults
   ☐ 3. Counselor
   ☐ 4. Friends
   ☐ 5. The Internet
   ☐ 6. Books

7. Why do you think some people bully others? (Check all that you think are true.)
   ☐ 1. They are insecure.
   ☐ 2. They are bullied themselves at home or at school.
   ☐ 3. They like to make others feel guilty.
   ☐ 4. They do not want to make friends.
   ☐ 5. They really dislike the people they bully.

8. Have you ever been bullied? ☐ YES ☐ NO
   8a. If yes, what kind? (Check all that apply.)
   ☐ 1. Verbal
   ☐ 2. Physical
   ☐ 3. Mental
   ☐ 4. Cyber

9. Have you ever bullied someone? ☐ YES ☐ NO
   9a. If yes, what kind? (Check all that apply.)
   ☐ 1. Verbal
   ☐ 2. Physical
   ☐ 3. Mental
   ☐ 4. Cyber

Please return your completed evaluation form to your teacher.
Student Post-Evaluation Form: Bullying Module

School Name: ___________________________ Date: ______________

Teacher’s Name:_____________ Grade: ____________

1. Do you think bullying is a problem for kids your age?  □  YES   □  NO

2. If yes, what types of bullying have you seen or heard about at your school?
   □  Physical
   □  Verbal
   □  Mental
   □  Cyber
   □  Exclusion

3. Is this bullying?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Is this bullying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A fourth-grade student pushes a second-grade student out of the lunch</td>
<td>□  YES   □  NO</td>
</tr>
<tr>
<td>line and takes her place in line.</td>
<td></td>
</tr>
<tr>
<td>b. A third-grade student makes a mooing sound whenever a</td>
<td>□  YES   □  NO</td>
</tr>
<tr>
<td>large girl in her class walks by her.</td>
<td></td>
</tr>
<tr>
<td>c. Every time a second-grade boy makes a request to join a game</td>
<td>□  YES   □  NO</td>
</tr>
<tr>
<td>during lunch or recess, everyone pretends he did not speak.</td>
<td></td>
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<tr>
<td>d. A student sends an e-mail with a picture of someone picking their</td>
<td>□  YES   □  NO</td>
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9a. If yes, what kind? (Check all that apply.)
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   - 2. Physical
   - 3. Mental
   - 4. Cyber

10. What was your favorite activity?
    - 1. Activity 1: Questions About Bullying
    - 2. Activity 2: What is a Friend?
    - 3. Activity 3: Are You a Bully?
    - 4. Activity 4: Role-Playing Scenarios
    - 5. Activity 5: Exclusion vs. Bullying
    - 6. Activity 6: Your Turn
    - 7. Activity 7: Bullying Circle
    - 8. Activity 8: Word Search

11. What was your least favorite activity?
    - 1. Activity 1: Questions About Bullying
    - 2. Activity 2: What is a Friend?
    - 3. Activity 3: Are You a Bully?
    - 4. Activity 4: Role-Playing Scenarios
    - 5. Activity 5: Exclusion vs. Bullying
    - 6. Activity 6: Your Turn
    - 7. Activity 7: Bullying Circle

Revised: August 2006
8. Activity 8: Word Search

12. What did you learn from this module? (Check all that apply.)
   - 1. Different types of bullying that occur
   - 2. How to handle a situation with a bully
   - 3. Why people are bullies
   - 4. Different roles in a bullying situation
   - 5. Resources for learning about how to prevent bullying
   - 3. If you or someone you know is a bully

13. On a scale of 1 to 10, with 10 being the best, how would you rate this bullying module overall?
   - 1  2  3  4  5  6  7  8  9  10

14. On a scale of 1 to 10, with 10 being the best, how well do you think this module will help stop and prevent bullying in your school?
   - 1  2  3  4  5  6  7  8  9  10

Please return your completed evaluation form to your teacher.