



# BOSTON ★★★★★ VS ★★★★★ BULLIES

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

# FACILITATOR'S GUIDE

VERSION 4.0



# BECOME PART OF OUR TEAM

# JOIN THE SPORTS MUSEUM AND ITS ALL STARS

BOSTON vs. BULLIES is an award-winning, evidence-based educational program that leverages the power of Boston sports to help stop bullying in our schools and in our community.

The Sports Museum has rallied the entire Boston sports community behind this effort. Boston professional athletes are featured in this video-based educational program, which also includes this facilitator's guide, a website, and lesson presentation slides.

In these resources, teachers, youth leaders, and parents will find tools, discussion questions, and activities to get kids actively involved in practicing the skills needed to stand strong against bullying.

Since 2013, more than 300,000 elementary and middle school students have experienced BOSTON vs. BULLIES. We are committed to bringing the program to many more kids in the years ahead.

Our passionate quest to stop bullying continues. Thank you for being part of our team and helping the kids in our community.

**BOSTON VS. BULLIES ...  
LET'S WIN THIS ONE TOGETHER**



LEAD SPONSOR



## AN EVIDENCE-BASED PROGRAM: BOSTON vs. BULLIES Research & Evaluation

Independent evaluators from Boston University conducted a controlled study in 2018 involving more than 600 fifth grade students across 10 different schools throughout Massachusetts communities. The results indicated that BOSTON vs. BULLIES offers "...innovative approaches to effectively improve knowledge and attitudes about bullying" (*Journal of School Violence*, January 2020). Furthermore, students said they liked the program, they learned something new, and that the program made things better for bullied kids. Subsequent evaluation studies conducted in 2021 and 2024 have similarly indicated that the program is having a positive impact on participating students.



Kids showed significantly greater gains in knowledge about bullying



- Assertiveness
- Rejection of bullying and aggression
- Adult responsiveness
- Bystander responsibility



- Peer victimization
- Bullying perpetration
- Cyber victimization/perpetration

**LEARN MORE AT BOSTONVSBULLIES.ORG**

BOSTON vs. BULLIES Facilitator's Guide Copyright © 2012-2026 The Sports Museum of New England, Inc. All rights reserved.

# BOSTON VS. BULLIES INTRODUCTION



## 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 take place. 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 doing the bullying can learn how to use their power to help rather than hurt.
- Kids who are getting bullied can learn how to calmly and confidently stand strong.
- Kids who are watching bullying happen can learn how to help 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 YOUR KIDS TO  
STAND STRONG AGAINST BULLYING.**

## Contents

- 2 Boston vs. Bullies All Stars**
- 3 Program Overview**
- 4 User's Guide**
- 6 What Is Bullying?**
- 8 The Bully: Kids Who Do the Bullying**
- 10 The Target: Kids Who Get Bullied**
- 12 The Bystander: Kids Who Watch the Bullying**
- 14 Cyberbullying**
- 16 Review & Conclusion**
- 19 Resources**

PRESENTED BY THE SPORTS MUSEUM AND THE BOSTON SPORTS COMMUNITY





# BOSTON VS. BULLIES ALL STARS



**VERONICA BURTON**  
WNBA



**GARRETT CROCHET**  
Boston Red Sox



**CHRISTIAN GONZALEZ**  
New England Patriots



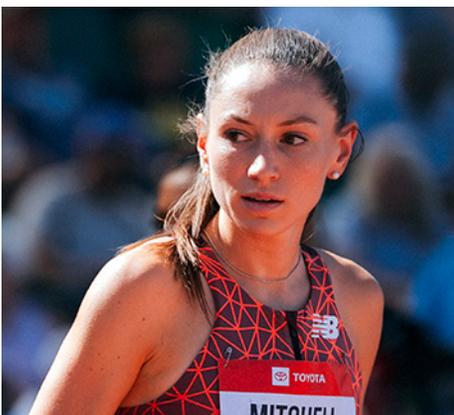
**PONO KAYOSHI**  
New England Free Jacks



**MEGAN KELLER**  
Boston Fleet



**HAMPUS LINDHOLM**  
Boston Bruins



**KATE MITCHELL**  
Team New Balance Boston



**WILL SANDS**  
New England Revolution



**DERRICK WHITE**  
Boston Celtics

# BOSTON VS. BULLIES PROGRAM OVERVIEW



## The Video

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

Players from Boston sports teams 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.

### INTRODUCTION

#### I. WHAT IS BULLYING?

#### II. THE BULLY — Kids Who Do The Bullying

#### III. THE TARGET — Kids Who Get Bullied

#### IV. THE BYSTANDER —

#### Kids Who Watch The Bullying

#### V. CYBERBULLYING

#### CONCLUSION



Download the video at [bostonvsbullies.org](http://bostonvsbullies.org)  
or view on [YouTube](https://www.youtube.com)

## 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 or older. It will help you learn more about bullying and what you can do to help.

### LESSON PRESENTATIONS

Available on Google Slides and PowerPoint, these lesson presentations include video clips, discussion questions, strategies, interactive activities, and games.

### FACILITATOR TRAINING PRESENTATION

A self-paced training is available to introduce you to the program and its resources. Contact [bostonvsbullies@gmail.com](mailto:bostonvsbullies@gmail.com).

## Supplemental Guide

Use the guide [Including Kids with Disabilities in Bullying Prevention](#) to actively involve kids with disabilities in the program.

## 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, social media, or gaming sites?
- ★ 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?
- ★ Do you think that no matter what people do, bullying is going to happen?



# BOSTON VS. BULLIES USER'S GUIDE

## The Sports Connection

The concepts that make up a championship team are also important in bullying prevention.

- **Game Plan:** Help kids think ahead so they will be prepared in a bullying situation.
- **Practice:** Use role playing and other activities to help kids practice how to speak and act assertively (calmly and confidently).
- **Teamwork:** Help kids realize that great teams are made up of people with a variety of skills. Good teammates help each other and it's easier to stand strong against bullying as a team.



**GAME PLAN  
PRACTICE  
TEAMWORK**

## 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.** Sometimes it's more difficult to talk about bullying from the perspective of a target or a bully. Kids can talk more easily about bullying from the perspective of a bystander—someone who sees or hears about bullying.
- **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.



# BULLYING HURTS EVERYONE ... HELP MAKE IT STOP

## How To Use The Video And Guide

- 1. Preview the video and the guide.** Plan specific questions and activities for your kids before, during, and after viewing.
- 2. Watch the video with your kids.** Listen to and watch their reactions. Be prepared to follow up. Try to keep discussion relevant and on target.
- 3. Use the questions** in this guide to help kids talk about bullying and ways to prevent and stop it.
- 4. Use the activities and role-play exercises** 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.



### QUICK TIP

Each lesson includes a role-play activity. Teachers find role-play activities are especially effective for helping kids practice bullying prevention strategies. Avoid having kids who bully play the role of the bully and kids who are targets play the role of the target. Consider using an adult for the bully role.

## REMEMBER: PLAN AHEAD, ADDRESS BULLYING BEFORE IT HAPPENS, AND HAVE FUN



## Planning Your Program

The BOSTON vs. BULLIES video and guide are designed for flexible use. There are six lessons that can be combined in different ways to fit your schedule, setting, and the age, interests, and needs of your kids. The BOSTON vs. BULLIES Facilitator's Guide makes it easy to individualize the program by providing a variety of discussion questions and activities to choose from.

You can find six Lesson Plans to help structure your program at [bostonvsbullies.org](http://bostonvsbullies.org).

### HERE ARE FOUR WAYS YOU CAN STRUCTURE THE SESSIONS:

- 1.** Kids often have difficulty understanding what is bullying and what is not. Show the video clip What Is Bullying? and then engage kids in the corresponding activities in this guide (pp. 6–7).
- 2.** It is important to address all three roles in a bullying situation: 1. Kids Who Do the Bullying (The Bully); 2. Kids Who Get Bullied (The Target); and 3. Kids Who Watch the Bullying (The Bystander). Structure three sessions to address these three different roles. Show the corresponding video and engage kids in the 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 Teamwork Activities (pp. 16–18).



Lesson Plans available  
at [bostonvsbullies.org](http://bostonvsbullies.org)



# WHAT IS BULLYING?

## Objective

★ Help kids understand what constitutes a bullying situation (and what does not).



## What Is Bullying?

Bullying is not a conflict, fight, or disagreement.

Bullying is emotional or physical abuse that has the following three defining characteristics:

1. It's on purpose.
2. It happens over and over again.
3. It's about the abuse of power.

## 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.

### 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, smart phones, and other digital devices



What Is Bullying? worksheet available at [bostonvsbullies.org](http://bostonvsbullies.org)



# BULLYING ISN'T A GAME, IT'S A SERIOUS PROBLEM

## ACTIVITY: Look Out For Bullying

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.

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 cyber-bullying. 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 of these behaviors will lead to bullying (but that doesn't mean they're acceptable, either).
3. Explain that behavior is only 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, kids can help to stop them before they turn into bullying.

## ACTIVITY: Is It Bullying?

### MATERIALS

Rope, masking tape, or chalk

### INSTRUCTIONS

1. 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. 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).

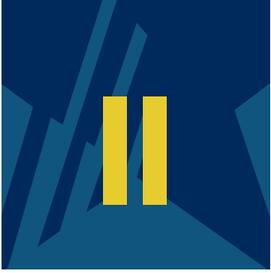


## ROLE PLAY: What Is Bullying?

Ask kids to act out each of the scenarios (or make up their own). Assign the roles of Target and Bully. Ask kids to decide: Is it bullying? Is it not bullying? Are you not sure? Ask kids to explain the reasons for their choices.

### 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 social media that Jasmine and Dan are together. She posts photoshopped photos 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.



# KIDS WHO DO THE BULLYING THE BULLY

## Objectives

- ★ Provide kids who are doing the bullying with encouragement to find other ways to resolve problems and interact with peers.
- ★ Help kids understand how to use their power to help rather than hurt.



## How To Stop 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.



## ROLE PLAY: Power and Bullying

When kids bully, they are abusing their power — they are using their power to hurt. Help kids figure out ways to use their power to help by asking, “Can power be used to hurt someone?” and “Can you use power to help?”

Divide your kids into two teams. Using the power scenarios below, have one team demonstrate using their power in a negative way followed by having the other team demonstrate using the same power in a positive way. Make sure to emphasize positive ways of using power.

- You just scored the winning basket.
- You’ve been picked as the lead in the school play.
- You make friends easily.

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

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



## QUICK TIP

Community service is a great way for kids to use power in a positive way to build empathy, confidence, and self-esteem.

## ACTIVITY: Using Power To Hurt Or To Help

### All kids have superpowers!

Some kids are really good at basketball whereas other kids have talents in singing or art. Ask kids, “Are any of these your superpowers? Do you have other superpowers?”

Discuss how kids can use their power to hurt and to help. Tell kids, for example, if you are super strong, you could use that power to hurt by pushing someone down. Or you could use that same power to help by offering to carry something heavy for someone. Every power can be used



Power worksheet available at [bostonvbullies.org](http://bostonvbullies.org)

to hurt or to help. You just have to think *How?*

This chart shows ways that kids can be powerful. Ask kids to share ways that each of these superpowers could be used to hurt or to help.

POWER	TO HURT	TO HELP
Super strong	Push someone down	Carry something heavy
Marvelous at math	?	?
Brilliant at basketball	?	?
Sensational singer	?	?
Awesome artist	?	?



## 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?
- How did you feel when you saw their reactions?
- What did they say?
- Is it more fun to do something nice for younger 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 on social platforms and group texts. Ask if they have seen or experienced this.

**TIP:** 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



- ★ 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?





# KIDS WHO GET BULLIED THE TARGET

Using the term *target* rather than *victim* helps kids understand that the person being bullied has the power to stop it.

## Objective

- ★ Provide kids who are getting bullied with options for how they can respond calmly and confidently in the face of bullying.

## ACTIVITY: 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 game 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. What will you do or say?
2. Who can help?
3. Where is a safe place to go?

### 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.

## Make Your Own Mantra

Athletes often have a mantra they repeat to themselves to help them keep calm and focused in a stressful situation. A mantra helps keep negative self-talk out and positive self-talk in. Have kids create a mantra they can use to respond calmly and confidently in a bullying situation.

If you are getting bullied, what will be your mantra?

“I can stand strong.”

“I won’t play the bully’s game.”

“There are people who can help me.”

## HELP KIDS THINK AHEAD ABOUT STRATEGIES THEY CAN USE TO PREVENT AND STOP BULLYING



## 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?



Game Plan Booklet available at [bostonvsbullies.org](http://bostonvsbullies.org)

# ENCOURAGE KIDS TO BE ASSERTIVE, NOT SUBMISSIVE OR AGGRESSIVE



## 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.

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.

## ACTIVITY: Make A Play

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

- Practice responding to bullying in an assertive way (calmly and confidently).
- Avoid responding in a submissive (giving in) or aggressive (fighting back) way.

### Assertiveness means:

Calmly and confidently expressing your feelings while respecting the feelings of others



## POST-VIEWING QUESTIONS



- ★ If you were getting bullied, what would YOU do?
- ★ 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?



## ROLE PLAY: Actions For Responding To Bullying

Use the scenario here (or one from the website or have kids make up one of their own) to role play how to use these actions to respond effectively to different bullying situations.

Bully 1: *Nice job in the game today, you didn't make one shot.*

Bully 2: *Why don't you just quit the team, you are making us lose.*

Target Responses?

One option: *I like being on the team, so I'm not going to quit.*



Bullying Scenarios available  
at [bostonvsbullies.org](http://bostonvsbullies.org)



# KIDS WHO WATCH THE BULLYING THE BYSTANDER

## Objective

- ★ Provide kids who are watching the bullying with options for how they can help stop the bullying.

## AS A BYSTANDER, THE IMPORTANT THING IS TO DO SOMETHING TO HELP

## What Can Kids Do As Bystanders To Help?

### 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”
  - Discourage the bully by expressing your disapproval.
  - Defend the kid being bullied.
  - Redirect the situation away from the bullying by changing the subject or starting a new activity.
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.

## ENCOURAGE KIDS TO THINK AHEAD ABOUT WHAT THEY WILL SAY OR DO WHEN THEY SEE OR HEAR ABOUT BULLYING

## 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?
- ★ Do you think you should tell someone if you see or hear about bullying? Why or why not?





## BE A GOOD TEAMMATE ... HELP STOP BULLYING

### ACTIVITY: Think On Your Feet

Have each kid tell you a one-sentence bullying situation. Write the situations on index cards or strips of paper. Form a circle and toss a ball to another player.

When someone has caught the ball, ask him or her to pick an example and read it aloud. Ask the group to brainstorm different ways to solve the problem. Then, toss the ball again to another player. 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.*

### ACTIVITY: Game Plan: 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.



### ROLE PLAY: What Would You Do?

Ask kids to demonstrate different ways to intervene in a bullying situation. Using this Bystander Scenario (or one from the website or have kids make up one of their own), ask kids to role play different ways to intervene in a bullying situation.

Bully 1: *This table is for the cool kids only.*

Bully 2: *Go sit somewhere else.*

Target: *(looking sad) OK*

Bystander Responses?

Two options:

Bystander 1: (Walks by and says to the Target:) *You can come sit at our table.*

Bystander 2: (To the Target:) *Everyone is welcome at our table.*

### POST-VIEWING QUESTIONS



- ★ 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 target that you won't tolerate bullying?
- ★ How can you show your friends that you won't tolerate bullying?



Bullying Scenarios available at [bostonvsbullies.org](http://bostonvsbullies.org)



# CYBERBULLYING

## Objective

- ★ Provide kids with strategies for preventing and stopping cyberbullying.

## ACTIVITY:

### Think Before You Post!

Sometimes an online post can accidentally lead to cyberbullying. It's important for kids to think ahead about what they post. Use sample social media posts to talk about what is and isn't appropriate to post online.

Distribute to each kid three cards (red, yellow, and green) made from construction paper. Show each image and ask kids to decide if it's okay to post. Ask kids to show their choice by holding up either the red (not OK to post), yellow (not sure), or green card (OK to post).

Ask kids to think about:

- Could this be embarrassing or hurtful?
- Do I have permission (from the subject) to post this photo?
- Could this lead to cyberbullying?
- Is this safe to post?

For each image, ask kids to explain their choice and come to a group consensus. Tell kids, "If you have any doubts, be cautious and do not post!"

### Think Before You Post!



Cyberbullying post examples available at [bostonvsbullies.org](http://bostonvsbullies.org)

## WHAT IS CYBERBULLYING?

Cyberbullying is the sending or posting of hurtful, embarrassing, or threatening communications using computers, phones, tablets, games, and other 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.

## What Kids Should Know About Cyberbullying

### In general...

- If you post something online, you can't take it back—it is for everybody and there 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—it 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. Passwords are private—share them only with your parents.

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

- Posting hurtful words and images hurts as much online as in person.
- What you do online has consequences offline.
- Online posts are looked at by real kids with feelings; just because you can't see them doesn't mean you can't hurt them.

### 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 posts.
- Report the cyberbullying to your parents, your school, and/or to the online sites.
- Block the person doing the cyberbullying.

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

- Don't join in.
- Don't encourage it by forwarding the posts.
- Show support for the target or tell the cyberbully to stop.
- Get help from an adult or report it to the site or network provider.



# CYBERBULLYING IS INTENTIONAL, REPEATED, AND AN ABUSE OF POWER



## 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. 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. Ask the NOT TO DO team (or teams) to generate the five most important things not 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.
4. Have kids talk about the best ways to respond to cyberbullying as a target and a bystander.



Cyberbullying worksheets and examples available at [bostonvsbullies.org](http://bostonvsbullies.org)

## BOSTON VS BULLIES ONLINE GAME

In this **BOSTON vs. BULLIES** computer game, kids help characters decide how to handle cyber-safety and cyberbullying situations.

Game can be played individually or in a group.



Game available at [bostonvsbullies.org](http://bostonvsbullies.org)

## ACTIVITY: What Would You Do?

Read to your group (or ask a kid to read) the story below. You can also have kids create their own story involving cyberbullying. Have kids discuss what the characters did right, what the characters did wrong, and what else the characters can do to help stop the cyberbullying.

**Brian is a new student at Brady Middle School. Many of the boys in the class began posting rumors and mean things about him. Alexis felt sorry for Brian. She forwarded the post to her friends expressing how badly she felt and encouraged her friends to be nice to Brian from now on. Some of her friends agreed with her. Other friends used her post to join in the cyberbullying.**

What did Alexis do right? What might she have done differently? What else can she do to help? What can her friends do to help?



## ROLE PLAY: What Would You Do?

In small groups, assign roles and ask kids to act out different ways to intervene in this cyberbullying situation.

## POST-GAME QUESTIONS

- ★ If you feel uncomfortable when interacting with someone online, who can help?
- ★ If you see someone doing cyberbullying, how can you help?
- ★ If you are getting cyberbullied, what can you do?





# TEAMWORK ACTIVITIES

## REVIEW & CONCLUSION

### ACTIVITY: Creating Rules

Have kids create a set of rules that will help prevent or stop bullying in their classroom or program. Here are some rules kids might want to include:

- 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 create posters with their rules. Display the posters for all to see in the hallways, cafeteria, etc.**

### ACTIVITY: Design Your Team Tagline

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

The 2014 New England Patriots used the tagline, "Do Your Job." 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 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.



### ACTIVITY: Team Power

Have kids vote on their favorite Boston sports team. List the key members of the team and what makes each athlete special.

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.



#### QUICK 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?



## 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.

### ACTIVITY: 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—calmly and confidently—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—calmly and confidently—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 responding calmly and confidently to 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?

**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.



# WRAP UP ACTIVITIES REVIEW & CONCLUSION

## ACTIVITY: 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.

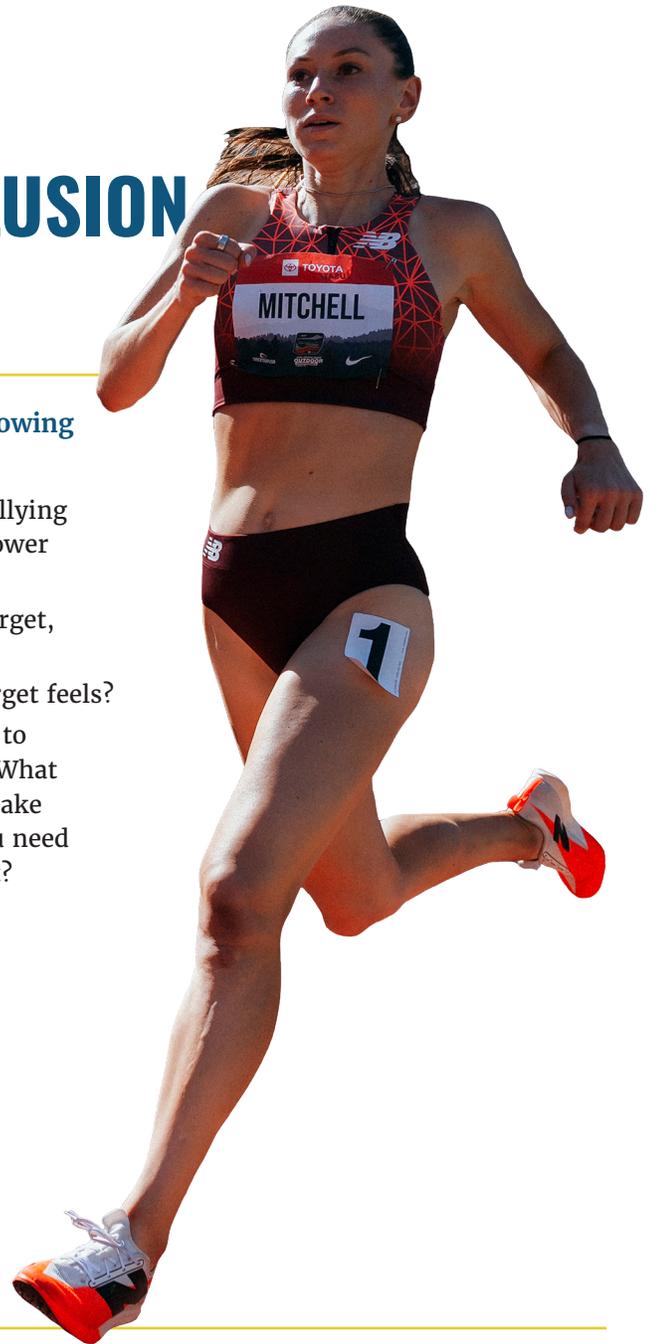
Prepare these cards ahead of time, and consider getting kids to help.

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 target, offering to help the target 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, target, and bystander)?
- How do you think the target feels?
- What could the target 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.



## ACTIVITY: Wrap Up Game

Play a BOSTON vs. BULLIES *Family Feud* game. Using construction paper, number the pages 1 through 8, and on the reverse side, write the correct responses (from the right).

Divide into two teams. Ask kids, "If you see bullying, how can you help?"

If the responses correspond to the correct responses written on the paper, reveal the answer and give a point to the winning team. The team with the most points wins.

1. Tell the kid doing the bullying to stop.
2. Urge the kid doing the bullying to walk away.
3. Help the target walk away.
4. Discourage the bullying by showing your disapproval.
5. Defend the kid getting bullied.
6. Change the subject or start a new activity.
7. Rally support from other kids.
8. Show friendship and support to the kids getting bullied.
9. Get help from a trusted adult.
10. Walk away.





# AVAILABLE AT [BOSTONVSBULLIES.ORG](http://BOSTONVSBULLIES.ORG) RESOURCES



## BOSTON vs. BULLIES Resources

### BOSTON vs. BULLIES Video

An educational video divided into six sections

### BOSTON vs. BULLIES Facilitator's Guide

This guide is designed to be used with the BOSTON vs. BULLIES video

### BOSTON vs. BULLIES Lesson Plans

Six lesson plans (PDFs) that can be used with the video and guide

### BOSTON vs. BULLIES Lesson Presentations

Six lesson presentations (PowerPoint and Google Slides) with video clips, discussion questions, strategies, interactive activities, and games

### BOSTON vs. BULLIES Facilitator Training Presentation

A self-paced training presentation (PowerPoint and Google Slides) to introduce facilitators to the program and its resources

## BOSTON vs. BULLIES Resources For Including Kids With Disabilities

### BOSTON vs. BULLIES Facilitator's Supplement: Including Kids with Disabilities in Bullying Prevention

A supplemental guide with additional tools to actively involve kids with disabilities

### BOSTON vs. BULLIES Parent Presentation (PDF)

### BOSTON vs. BULLIES Teen Program

A program that actively involves teenagers in bullying prevention  
[Presentation Slides and Guide](#)

### BOSTON vs. BULLIES Academy for Internet Champions

A computer game that helps kids handle cyber-safety and cyberbullying situations

### BOSTON vs. BULLIES Printable Posters

- What Is Bullying?
- Here's What You Can Do

### BOSTON vs. BULLIES One-on-One Guide for Facilitators, Leaders, Counselors, and Teachers

### One-on-One Guide for Parents and Caregivers

Guides designed to help facilitators work one-on-one with kids

### BOSTON vs. BULLIES Choose Your Play

A series of video clips and accompanying guide to help kids model appropriate responses to bullying

### BOSTON vs. BULLIES Worksheets

- What Is Bullying?
- Game Plan Booklet
- Team Player Cards
- Friend Detective
- Quiz: Do Your Beliefs Prevent OR Promote Bullying?
- Cyberbullying Worksheet
- Use Your Power Worksheet

### BOSTON vs. BULLIES Role-Play Scenarios

Examples of bullying situations to use with the facilitator's guide



### QUICK TIP

Visit [bostonvsbullies.org](http://bostonvsbullies.org) to request copies of the BOSTON vs. BULLIES guides and/or to schedule a training.

Or contact Michelle Gormley at [bostonvsbullies@gmail.com](mailto:bostonvsbullies@gmail.com)

The video is available on the BOSTON vs. BULLIES website and YouTube channel.



Resources available at [bostonvsbullies.org](http://bostonvsbullies.org)



# MORE RESOURCES

## BOSTON vs. BULLIES Trainings

Learn how to present BOSTON vs. BULLIES by scheduling a train-the-trainer session for your school or organization.

### Direct Delivery

One of our lead trainers delivers BOSTON vs. BULLIES to a group of students while school/program staff observe.

### Program Training: Teachers and Staff

One of our lead trainers conducts a 60–90-minute workshop at a school or community organization.

### Program Training: Including Kids with Disabilities in Bullying Prevention

One of our lead trainers conducts a 60–90-minute workshop on how to actively include kids with disabilities in the BOSTON vs. BULLIES program.

 Request trainings at [bostonvsbullies@gmail.com](mailto:bostonvsbullies@gmail.com)

## BOSTON vs. BULLIES Resources In Spanish

- Videos with subtitles on YouTube
- Lesson Presentations (PowerPoint and Google Slides)
- Presentation for Parents (PowerPoint)

 Resources in Spanish available at [bostonvsbullies.org](http://bostonvsbullies.org)

## ALL IN – A BOSTON vs. BULLIES PROGRAM ON BELONGING

ALL IN encourages early elementary school students to develop self-awareness and communication, empathy, teamwork, and social problem solving.



## Other Resources

### Eyes on Bullying

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



For more information, download these toolkits:

Eyes on Bullying Toolkit  
Eyes on Bullying in Early Childhood

[kimstorey.com/publications](http://kimstorey.com/publications)

### Federal Government Anti-Bullying Resources

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

### Pacer's National Bullying Prevention Center for Children with Disabilities

[pacer.org](http://pacer.org)



## CREDITS

---

### Guide Creators and Authors

Kim Storey, EdD  
Kim Storey Education Designs

Michelle Gormley  
Director of Education  
The Sports Museum

### Guide Designers

Natalie Zanecchia  
Victoria Adams-Kotsch

### Contributors

Ed Donnelly, EdM  
Ron Slaby, PhD

### Project Team

Rusty Sullivan  
Executive Director  
The Sports Museum

Tim Burke  
Jason Carter  
Michelle Gormley  
Kim Storey, EdD

**LEARN MORE AT [BOSTONVSBULLIES.ORG](https://bostonvsbullies.org)**



PRESENTED BY



new balance

The Sports Museum is a non-profit educational institution housed on Levels 5-6 of TD Garden in Boston that has served our city and our region for nearly 50 years. At The Sports Museum, we are committed to improving lives through the power of Boston sports. We celebrate our rich sports heritage and use that platform to help strengthen and empower kids to develop positive social and emotional well-being. To find out more about how The Sports Museum is making an impact in our community, please visit [www.sportsmuseum.org](http://www.sportsmuseum.org).

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