

BOX OUT AGAINST BULLYING

EMPOWER • INCLUDE • SPEAK UP



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Thank you for downloading the Study Guide to go
along with the performance of
Box Out Against Bullying

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Teacher Study Guide

Empowering Students • Inspiring Change • Building a Culture of Kindness

Recommended Grades: 3–8

Curriculum Connections: Social-Emotional Learning • Character Education • Health & Wellness • Digital Citizenship • Cyberbullying Awareness • Communication • Responsible Decision-Making • Empathy • Respect

ABOUT THE PROGRAM

Bullying can happen in the classroom, hallways, playground, on the bus, during activities, and online. This engaging **Anti-Bullying program** helps students recognize bullying behaviors, understand their impact, and discover positive ways to respond.

Through relatable situations and interactive learning, students explore **kindness, empathy, respect, inclusion, responsible decision-making, and the power of being an upstander.**

The program also addresses **cyberbullying and digital citizenship**, helping students understand that the choices they make online can have real-world consequences.

Most importantly, students discover that everyone has a role in creating a school community where people feel **safe, respected, included, and valued.**

LEARNING OBJECTIVES

After participating in the program, students should be able to:

- Define bullying and recognize different forms it can take.
- Understand the difference between bullying, conflict, and an unkind moment.
- Recognize the roles of the person bullying, the target, bystanders, and upstanders.
- Identify safe ways to respond to bullying.
- Demonstrate empathy and respect for others.
- Understand why reporting bullying is different from tattling.
- Recognize different forms of cyberbullying.
- Practice responsible digital citizenship.
- Identify trusted adults who can help.
- Understand how individual choices contribute to a positive school community.

BEFORE THE PERFORMANCE

Let's Talk About It

Begin with these discussion questions:

1. What does **respect** look and sound like?
2. What makes someone feel included?
3. What is the difference between joking with someone and hurting someone's feelings?
4. What does it mean to have empathy?
5. Why might someone be afraid to report bullying?
6. What can you do if you see someone being treated unfairly?
7. Can something posted online hurt someone even if it was meant as a joke?
8. How can one person's actions influence an entire group?

WHAT IS BULLYING?

Bullying is more than simply being rude or having a disagreement.

Bullying generally involves **repeated or potentially repeated aggressive behavior and a real or perceived imbalance of power**.

Bullying May Include:

Physical Bullying

Hitting, pushing, damaging belongings, or using physical actions to intimidate someone.

Verbal Bullying

Name-calling, insults, threats, or repeated hurtful comments.

Social or Relational Bullying

Intentionally excluding someone, spreading rumors, embarrassing someone, or trying to damage friendships or reputation.

Cyberbullying

Using digital communication to harass, embarrass, threaten, exclude, or repeatedly target another person.

BULLYING, CONFLICT, OR UNKIND BEHAVIOR?

Understanding the difference is important.

Conflict

Two people disagree, and neither person has significantly more power than the other.

Unkind Behavior

Someone may say or do something hurtful, but the behavior is not necessarily repeated and does not involve a power imbalance.

Bullying

The behavior is aggressive, involves a power imbalance, and is repeated or has the potential to be repeated.

Classroom Challenge

Read different scenarios and ask students:

Is it bullying, conflict, or unkind behavior?

Then ask the most important question:

What would be a safe and responsible response?

IMPORTANT VOCABULARY

Bullying — Repeated or potentially repeated aggressive behavior involving a real or perceived imbalance of power.

Empathy — Understanding and caring about how another person may feel.

Respect — Treating yourself and others with consideration.

Inclusion — Making sure people feel welcomed, valued, and part of the group.

Bystander — Someone who witnesses bullying or harmful behavior.

Upstander — Someone who takes a safe, positive action to help.

Cyberbullying — Bullying that occurs through digital devices or online communication.

Digital Citizenship — Using technology safely, responsibly, respectfully, and thoughtfully.

Trusted Adult — An adult a student can safely approach for guidance or help.

DURING THE PERFORMANCE

Be an Active Observer

Encourage students to watch for:

EMPATHY: When does someone recognize or respond to another person's feelings?

CHOICES: What choices make a situation better? Which make it worse?

BYSTANDERS: How do other people react when they witness inappropriate behavior?

UPSTANDERS: Does anyone safely stand up for another person?

CONSEQUENCES: How do words and actions affect other people?

CYBERBULLYING: How might online behavior affect someone's life offline?

AFTER THE PERFORMANCE

Let's Talk About It!

1. What is one important message you learned?
 2. What are some different forms bullying can take?
 3. Why is an imbalance of power important when identifying bullying?
 4. What is the difference between a bystander and an upstander?
 5. What are safe ways to help someone who is being bullied?
 6. Why is empathy important?
 7. How can exclusion affect someone?
 8. Why might cyberbullying be especially difficult for someone experiencing it?
 9. What should you do if you receive a hurtful or threatening message?
 10. Who are trusted adults you could approach for help?
 11. How can students help create a more welcoming school?
 12. What is one positive choice you can make beginning today?
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THE POWER OF THE UPSTANDER

You don't have to confront someone aggressively to be an upstander.

An upstander might:

- Refuse to laugh or participate.
- Invite someone who is being excluded to join the group.
- Say something supportive to the person being targeted.
- Walk away instead of encouraging harmful behavior.
- Get help from a trusted adult.
- Report serious or repeated behavior.
- Encourage friends to make better choices.
- Check on the person afterward.

Remember:

Being an upstander means choosing a SAFE way to help.

Students should not put themselves in physical danger.

ACTIVITY: WHAT WOULD YOU DO?

Scenario 1

A student is repeatedly left out of a lunch table, and other students laugh whenever the student tries to sit down.

What could a bystander do?

What could an upstander do?

Scenario 2

Someone sends an embarrassing picture of another student to a group chat, and several people begin forwarding it.

What should you NOT do?

What could you do to help?

Which trusted adult could you tell?

Scenario 3

Two friends argue over whose turn it is during a game. Both become angry and say something unkind.

Is this automatically bullying? Why or why not?

How could they resolve the conflict?

CYBERBULLYING & DIGITAL CITIZENSHIP

Think Before You Post

Online words and images can travel quickly and reach a much larger audience than expected.

Before posting, commenting, sharing, or forwarding something, students can ask:

T — Is it TRUE?

Do I know that the information is accurate?

H — Is it HELPFUL?

Will sharing this help someone?

I — Is it INCLUSIVE?

Could this embarrass, exclude, or hurt someone?

N — Is it NECESSARY?

Do I really need to post or forward it?

K — Is it KIND?

Would I say this to the person's face?

THINK Before You Click!

IF CYBERBULLYING HAPPENS

Students should know that they do not have to handle serious online behavior alone.

A safe response may include:

Don't retaliate. Responding angrily can make the situation worse.

Don't forward harmful content. Sharing it can increase the harm.

Save evidence when appropriate. A trusted adult may need to see what happened.

Block or report the account when appropriate.

Tell a trusted adult. Serious, threatening, repeated, or harmful online behavior should be brought to an adult's attention.

ACTIVITY: THE RIPPLE EFFECT

Drop a pebble into water and watch the ripples move outward.

Explain that our actions can work the same way.

One hurtful comment can affect:

One Person → A Friendship → A Group → A Classroom → A School

But positive behavior creates ripples too:

**One Kind Choice → One Person Feels Included → Others Join In → A Kinder Classroom
→ A Stronger School Community**

Discuss:

What kind of ripple do you want your actions to create?

SOCIAL-EMOTIONAL LEARNING

Walk in Someone Else's Shoes

Choose one of the scenarios from the program.

Ask students to consider:

How might the person being targeted feel?

How might a bystander feel?

Why might someone hesitate to help?

What could someone say or do that would make the situation better?

This activity helps students practice **perspective-taking and empathy**.

REPORTING VS. TATTLING

Students sometimes worry that asking an adult for help is "tattling."

Discuss the difference.

Tattling is often intended simply to get someone in trouble over a minor issue.

Reporting is asking for help because someone may be unsafe, repeatedly mistreated, threatened, harassed, or unable to solve the situation alone.

A Helpful Question:

"Am I trying to get someone IN trouble—or am I trying to get someone OUT of trouble?"

CLASSROOM ACTIVITY

Build a Culture of Kindness

As a class, create a **Kindness & Respect Agreement**.

Complete these sentences together:

In our classroom, everyone deserves to feel:

We show respect by:

When someone feels left out, we can:

When we see something wrong, we can:

Online, we promise to:

Have students sign the completed agreement and display it in the classroom.

WRITING ACTIVITY

My Voice Can Make a Difference

Ask students to respond to:

"One way I can help make my school a kinder and more inclusive place is..."

Older students can expand their response by explaining:

- Why students sometimes remain bystanders.
- What prevents people from speaking up.
- How social media can influence bullying.
- How students can change the culture of their school.
- Why small acts of kindness can have a large impact.

CURRICULUM CONNECTIONS

Social-Emotional Learning: Empathy, self-awareness, relationship skills, responsible decision-making, and social awareness.

Character Education: Respect, kindness, responsibility, courage, compassion, and inclusion.

Health & Wellness: Healthy relationships, emotional safety, communication, and seeking help.

Digital Citizenship: Responsible online communication, cyberbullying awareness, privacy, and thoughtful use of technology.

English Language Arts: Speaking and listening, discussion, persuasive writing, reflection, vocabulary, and analyzing situations from different perspectives.

TAKE THE KINDNESS CHALLENGE

For one week, challenge students to complete at least **five positive actions**:

- Include someone who might feel left out.
- Give someone a sincere compliment.
- Help a classmate without being asked.
- Refuse to participate in gossip or rumors.
- Thank someone who helps you.
- Sit or talk with someone new.
- Post or send something positive online.
- Speak to a trusted adult when someone needs help.
- Be an upstander in a safe and responsible way.
- Do something kind when no one is watching.

THE BIG IDEA

**YOUR WORDS MATTER. YOUR ACTIONS MATTER.
YOUR VOICE MATTERS.**

Every student has the power to make a difference.

By choosing **kindness over cruelty, inclusion over exclusion, empathy over judgment, and courage over silence**, students can help create a school community where everyone feels safe, respected, welcomed, and valued.

BE KIND • SHOW RESPECT • INCLUDE OTHERS • SPEAK UP • MAKE A DIFFERENCE