

The Bully Games



Supplemental Activities Packet

This packet contains classroom activity suggestions and worksheets to reinforce concepts from the Playbook® story and to go beyond the story into the content areas of Language Arts, Math, Science, Social Studies, Art, Health, etc., as well as Character Development.

Activities range in age appropriateness and skill level so that teachers can choose activities that best suit their particular students. An Answer Key is provided on the last page.

Defining Bullies



Part A: Label the paragraphs below describing different types of bullying with terms you learned in the Playbook® story, *The Bully Games*.

1. _____ Any bullying that takes place through means of technology such as email, social media, cell phones, texting, etc. This type of bullying is also the most difficult for school authorities to address since it does not have to happen during school hours.
2. _____ Bullying that involves violence, bodily harm, or the threat thereof. This is usually the most recognized form of bullying and is the easiest for authorities to detect. Most often, these types of bullies are boys.
3. _____ Bullying that uses words to hurt, humiliate, or deride the victim. This type of bullying can be difficult to prove since it's not visible but must be in hearing distance.
4. _____ Bullying that focuses on harming a victim's reputation or self-esteem. It results in diminished self-worth and feelings of isolation.
5. _____ Bullying that excludes a victim from a group of peers. This form can involve ignoring, criticism, or manipulation. These types of bullies are usually female.

Part B: Answer the prompts below with complete sentences. If necessary, use an extra sheet of paper.

1. Describe an original example of a bullying scenario that you may not have thought of as bullying before reading the story. Use personal experience or an imaginary situation. Also tell which type(s) of bullying it is from the descriptions above.

2. Explain how different types of bullying can overlap and multiple forms can combine together to cause increased trauma to a victim.



Be a SUPER HERO

Directions: Pledge to be a **SUPER HERO** with your classmates and friends. Read it aloud and promise to be a “forstander” against bullies you encounter everywhere. **Teacher Note:** Post this pledge on your classroom wall and have your students make the pledge aloud as a class.

Spot injustices at school, in social situations, or in cyberspace.

Understand that bullying is not just “drama” or conflict, and no one deserves to be deliberately hurt or humiliated for another person’s enjoyment.

Protect victims by becoming a forstander, and intervene by speaking up against bullies.

Encourage victims and boost their confidence by showing through my actions and words that they matter.

Report bullying incidents to school and other authorities—even anonymously, I can make them aware so bullies can be held accountable.

Hope for a future with better treatment of all, and be a symbol of this hope to others.

Educate my peers through spreading the message of courage against bullies.

Reclaim “cool” and show that bullying is not admired.

Obliterate the Bully Games by refusing to play the role of the apathetic bystander.

Playing the Game

Part A: Complete the dialogue of the following bullying incidents with creative responses for “forstanders” to use in speaking up for victims and for victims to discourage bullies themselves.

- Bully:** You really messed up this game, dude. Now, if you don’t get out of my way you’re gonna be sorry.
Victim: I’d like to stay out of your way for good.
Forstander: _____
- Bully:** (*sarcastic*) I *love* your dress. It’s really *fab*!
Victim: Fine, I guess you don’t want me here. I’ll just disappear now....
Forstander: _____
- Bully:** (*mean*) Hey, “*special*” boy, how’s it going?
Victim: Why are you being mean to me?
Forstander: _____
- Bully:** (*rude*) So how many chocolate bars did *you* eat this week?
Victim: _____
Forstander: _____
- Bully:** (*posting on MeBook*) Oh, never mind! I thought that was *you* in that picture, but I see the *cute* one is your friend!
Victim: _____
Forstander: _____

Part B: Answer the following questions about *The Bully Games* in a class discussion, or in essay format on a separate sheet of paper.

- Which character do you relate to the most? Why?
- Do you think that some of the types of bullying found in the story are worse than others? Why or why not? Are some forms more accepted than others by students and authority figures?
- Would you be likely to use an anonymous reporting system for bullying? Why or why not? Would you do this instead of or in addition to speaking up directly to the bully for a victim? What other ways can you think of to help deal with bullying among your peers?
- Explain in your own words what is meant by the phrase, “The Bully Games.”
- Explain Einstein’s quote, “The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing,” in the context of the story.
- What is “the power of two?” What are some different ways it can be used against bullies?
- What is the significance of body language for victims of bullying? What do you think are some examples of body language victims can exhibit to discourage bullies?
- What do you think are the differences between a personal conflict, social “drama,” and bullying?
- In Scene 3, why didn’t Elizabeth stand up to the bully? Do you think her reasons are understandable and/or justifiable and what is the difference between the two? What about Mike’s reasons for wanting to “stay out of” bullying situations? Are they equivalent, better, worse, or does it matter?
- Do you think moral courage is highly valued among your peers? Why or why not? Why is it important to ensure that your generation *does* value moral courage and what can you do to help set or support the trend?
- How has technology made the potential consequences of the age-old problem of bullying even worse? Use examples and personal experience if applicable.
- How is bullying like a play? Elaborate upon the story’s comparison.





Signal of the Future

Directions: Use the web resource below to answer the following questions and/or complete the activities as directed by your teacher/instructor.

<http://www.yale.edu/ynhti/curriculum/units/2003/4/03.04.07.x.html>

1. Go to the web site above, and on a separate sheet of paper, write a summary in your own words of the most important points made in one of the following sections: “The History of the Cell Phone,” “How Cell Phones Work,” or “Turning Speech into Digital.”

2. How do cell phones get their name?

3. If you are travelling while talking on a cell phone, why are your calls not disconnected when you move out of range of a signal tower?

4. Explain the three “rooms” of a cell phone’s circuit board.

5. As a class or in small groups, discuss the advantages and disadvantages of cell phones. Consider how your daily life and the lives of others are affected, in addition to technological aspects.

6. Using other Internet resources, research how advanced communications have progressed in history, starting with the invention of the telegraph and create a pamphlet with text and images sharing your findings.



The Power of Two

Part A: Find the following numbers raised to “the power of two!”

1. 9^2 _____

2. 11^2 _____

3. 13^2 _____

4. 16^2 _____

5. 365^2 _____

Find the following square roots.

6. $\sqrt{289}$ _____

7. $\sqrt{576}$ _____

8. $\sqrt{36}$ _____

9. $\sqrt{625}$ _____

10. $\sqrt{100}$ _____

Part B: Solve the following word problems.

- Emily, Matthew, and Ryan see a bully taking someone’s lunch money and all want to be forstanders. In how many different orders can they speak up?

- When Mike gets home, he decides to march in an anti-bullying parade, but once the parade starts he is getting thirsty. It is 0.6 miles before he passes a smoothie shop, and then 1.4 miles to his favorite snack station. The end of the parade is 1.4 miles later, where everyone gets free lemonade. How far does Mike have to march in the parade in all before he gets to have something to drink?

- By the end of the first month of the Secret Super Hero Club, there are 527 members. Approximately 10% of the members are from a school in Texas. How many members are from that school?

- Blake and his friends are selling Secret Super Hero bumper stickers at the community center for 76 cents each. Katie wants to buy as many as she can to share with her friends. If she has \$4.56, how many can she buy?

Part C: Solve the inequalities.

1. $\frac{9}{9} + 10 > 18$ _____

2. $24 \leq -2n - 4$ _____

Name _____

Growing Your Vocabulary

Directions: Write the letters of the words from the box below next to the correct definitions.

1. _____ an overwhelming delivery of something, such as words or questions
2. _____ feeling of being better than others
3. _____ sad; in low spirits
4. _____ an unpleasant or difficult situation
5. _____ responsible for
6. _____ to picture mentally
7. _____ to flow or come forth from
8. _____ cause to function or act
9. _____ a confession
10. _____ to look or think in a firmly focused manner
11. _____ emotionally or otherwise damaged by an experience or injury
12. _____ to speak with stress or meaning placed on a part of speech



A. predicament	B. emanate	C. emphatically	D. dejected
E. traumatized	F. envision	G. superiority	H. admission
I. intently	J. barrage	K. accountable	L. activate

Web Resource: Ostracism and Perspectives

Directions: Visit the following web site to explore a real life situation in which one girl in a large group of students went from being popular to excluded by her peers after an incident only directly involving two people.

<http://ostracism.facinghistory.org/Story>

The web site features a case study on this bullying incident which occurred over the span of seventh through eighth grade. It provides descriptions and interviews of each of the students involved, as well as a teacher, during different points in time. Each student's interview sparks discussion questions provided at the bottom of each section. The web site also includes additional activities and questions shown under to "How to Use" section on the menu, and your teacher will direct you to participate in the items of his/her choice. Additional questions about the case study are provided below. Answer the questions below in complete sentences on a separate piece of paper, and be prepared to discuss as a class.

1. Do you think there is a clear "good guy" and "bad guy" in this situation? Why or why not?
2. Propose at least two possibilities for which people might fit into the labels of "victim," "bully" or "bullies" "bystander(s)," and "forstander(s)." Even if you only see one option for the perpetrator's identity, suggest an alternative and explain why you don't think it is the ideal representation. In all cases, explain how each person fits into each role.
3. How do you feel each person's social, economic, and racial background affected their part in the incident? Do you think these factors were important? Explain why or why not.
4. Who do you think grew and changed the most over the course of the interviews? Who changed the least? Use examples from the interview text to defend your position.
5. Do you think the teacher interviewed, Ms. Smith, understands the true dynamics of the dispute? Why or why not?
6. In your opinion, is Ms. Smith's approach to teaching and dealing with the past bullying incident appropriate? Why or why not?
7. Do you think Jill takes sufficient responsibility for her role in the widespread exclusion of Sue?
8. Are you sympathetic to Rhonda's feelings and actions? Why or why not?
9. Do you see Sue as purely a victim, or as someone whose unkind actions legitimately caused her peers to dislike her?
10. Do you feel the situation is rightly considered a case of bullying, a complex social disagreement with wrongs on both sides, or both? How is the incident the same as or different from classic bullying behavior?



Forstanders in History



Part A: In the Playbook® story, *The Bully Games*, you learned how important it is to stand up for other people who you see being bullied in your daily lives. Now think about what it would be like to witness “bullying” in the extreme ... and make the decision to be a bystander or a forstander. Read about the following historical situations and choose one of the options below to research on the Internet or in your school’s library. Choose an example of one or two heroes during one of these situations and write a report on a separate sheet of paper about the actions of this historical person who stood up for what is right and protected those being harmed. You may use the following web site and others and a resource: <http://www.facinghistory.org/>

1. **The Holocaust** - In the midst of this world tragedy, some reached out to help and save the lives of those in danger, and in doing so risked severe punishment for themselves. Who were these people and what did they do to assist Jews and other persecuted peoples?
2. **Slavery in the United States** - From Underground Railroad participants who helped slaves escape to advocates for abolishing slavery, many saw the injustice in slavery and chose to act. Even today, there is a need for forstanders to help victims of racism against minorities. Who is a notable hero who helped slaves or victims of racism and what did they do to make a difference?

Part B: Answer the following questions in complete sentences. You may also discuss your answers as a class.

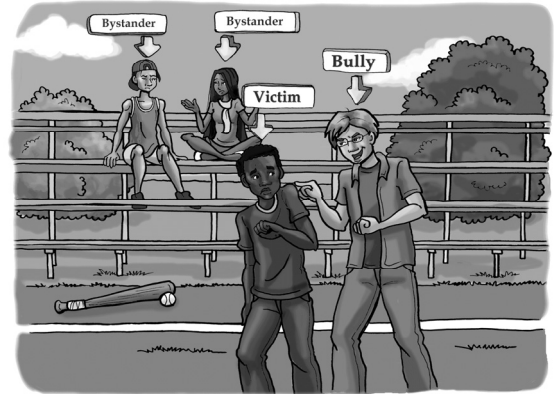
1. How is bullying similar to other, more severe forms of persecution throughout history?

2. To what degree are we as humans responsible for one another’s well-being? When are we obligated to stand up for others in need? Are there limits to what we should do to help others? Why or why not?

3. Why do some people become forstanders (in situations of modern day bullying or in historical circumstances) while others do not? Do you think it is mostly due to a person’s character or due to outside factors?

Mental Health and Other Consequences

The consequences of bullying range from the typical to the extreme, and all is harmful. While victims face the highest struggles, bullies themselves are associated with having certain poor outcomes, and even bystanders who witness bullying but do nothing experience negative effects.



Victims Experience....

- Feelings of sadness and loneliness
- Lack of enjoyment of activities they used to like
- Poor sleep or eating habits
- Suffering academic achievement and missing days of school
- Low self-esteem that can last into adulthood
- A smaller percentage experience suicidal thoughts
- A very small percentage may react violently, as in notable cases of school shootings

Bullies may....

- Be at risk for drug use
- Have low academic achievement
- Engage in criminal behavior both as minors and adults
- Be abusive towards family members in the future

Bystanders may....

- Be at risk for drug use
- Miss more days of school
- Experience depression
- Have feelings of reduced self-worth or helplessness
- Fear being bullied themselves

Directions: Answer the essay question below using complete sentences.

Have you ever been a victim of bullying, bullied other people, or witnessed bullying? How do you think the experience affected your mental health and that of the other people involved?

Source: <http://www.stopbullying.gov/>

Answer Key

The Bully Games



The Power of Two

Part A:

- 81
- 121
- 169
- 256
- 133,225
- 17
- 24
- 6
- 25
- 10

Part B:

- 6 different orders
- 3.4 miles
- 53 members
- 6 bumper stickers

Part C:

- $q > 72$
- $n \leq -14$

Defining Bullies

Part A:

- cyberbullying
- physical bullying
- verbal bullying
- emotional bullying
- social bullying

Part B:

- Answers will vary.
- Sample answer: Verbal, social, and emotional bullying all can have similar components with slightly different focuses. Verbal bullying does not have to exclude someone from a specific social group, but the act of excluding someone usually takes place through means of verbal bullying. A victim of severe bullying may find him or herself the target of cruel jokes, physical assault, shunning from groups, and online harassment, resulting in extreme emotional injury.

Playing the Game, Web Resource, Forstanders in History, and Mental Health

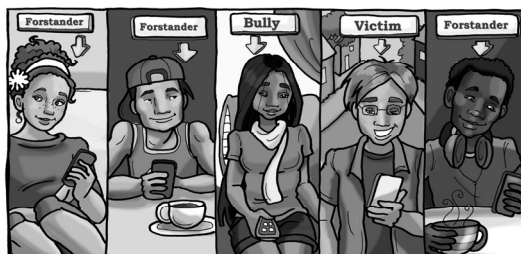
Answers will vary.

Grow Your Vocabulary

- J
- G
- D
- A
- K
- F
- B
- L
- H
- I
- E
- C

Signal of the Future

- Answers will vary.
- Cell phones get their name because cities are divided into "cells" or sections that each have a signal tower and carry the phone service for all the phones in that section.
- As you move from one cell to the next, your call is automatically transferred to the service in the next cell instead of dropping the call.
- The first room translates the outgoing signal from analog to digital, the incoming signal from digital to analog, and processes your voice. The second room is the digital processing center which uses high speed calculations. The third room is a microprocessor which controls user interaction on the keyboard and screen and coordinates with the cell tower.
- Answers will vary.
- Project





Playbooks Reader's Theater

27702 Crown Valley D-4 #165

Ladera Ranch, CA 92694

1-866-616-7562

www.playbooks.com

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