

# *Out of Bounds* Study Guide

*Out of Bounds*  
written by Jennifer Fawcett  
with Working Group Theatre  
directed by Sean Christopher Lewis

This Study Guide was created by Working Group Theatre and Hancher / The University of Iowa  
With assistance from The University of Iowa College of Public Health

## **Introduction**

*Out of Bounds* is a play about bullying with a particular emphasis on cyber bullying. It was developed in 2013 using several research methods including interviews with students, administrators, teachers, and parents; data and input from the Injury Prevention Research Center in the University of Iowa College of Public Health; and an analysis of relevant academic and news articles. The research was brought to life through a series of developmental workshops that focused on improvisation and imagination that helped to form the characters, stories, and ideas that are in the play.

The show lasts for about 40 minutes and then there is time for a discussion between students and the artists. This packet of information is meant to provide you with background and details about the show, along with some activities that will help deepen its impact in your classroom. Please adapt them as needed to fit with the bullying prevention activities that already happen in your school.

Social media is not necessarily bad. It is a reality. We want to encourage discussion about how to use it responsibly—and even creatively—while always remembering there’s someone on the receiving end.

## **Credits**

*Out of Bounds* was commissioned by Hancher at the University of Iowa, and is supported in part by the Iowa Arts Council and the Herbert A. and Janice A. Wilson Arts Education Fund. The University of Iowa College of Public Health provided information, resources, and support to the development of the play and supplemental materials.

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### **A note from the playwright**

When I was a kid, I was bullied. It's something I will never forget.

The worst part was how alone I felt. I thought if I walked away or stood up to my bullies (who were my best friends) that everyone else would find out my horrible secret and it would get worse. So I endured it. I also saw other kids getting bullied and, after having the experiences I had, I didn't do anything about it. Hindsight is 20/20, they say. How easy it is now to look back and say, "well you should have just done this...." but I don't think that solves anything.

In researching this play, I have talked to a lot of people about bullying: parents, kids, siblings who aren't sure how to navigate their own path through the same school, teacher, counselors, principals, police officers, and social workers. It seems that whenever I tell people we're working on a play about this topic, someone shares a story.

Some people think bullying is just a natural part of growing up. I disagree. Conflict is natural. Growing pains and disagreements amongst friends are natural. But bullying is cruelty and I don't think cruelty is natural.

Does the play give answers? No. What I hope it does do is allow you, the audience, to walk in someone else's shoes for a few minutes. Shakespeare said that theatre "holds the mirror up to nature." So let's look, let's see what's happening, and then let's talk about it. One play can't stop all bullying. One person can't stop all bullying. But one person can make good choices that affect other people, and I believe good choices, just like good ideas, spread.

### ***Out of Bounds Synopsis***

Lea and Kailey have been BFF's for three years, and everything is fine until they meet the new girl, Amy. While Kailey likes her immediately, Lea thinks there is something strange about her. Why is she starting a new school in the middle of the year? Why doesn't she use social media? After a little online investigation, Lea discovers the real reason why Amy has switched schools and decides to tell everyone. In the meantime, Amy has started making friends, including with Kailey. However, once Lea lets everyone know about what Amy posted online that got her so badly bullied at her other schools, the bullying threatens to start again and Amy stops coming to class. Kailey tries to stand up for her but also gets targeted online. All of this only increases Lea's popularity, though she and Kailey are no longer friends. After four days away from school though, Amy decides to return. She says that the best way for bullying to stop is for people to learn who she really is, instead of going by the nasty things said about her online. The three girls end up meeting again in the lunchroom and by the end of their conversation, it looks like friendships might be healing.

## ***Out of Bounds* Characters**

**LEA**, 14. Lea's father lost his job and hasn't been able to find work. This makes her home life really stressful. To escape, she goes online. When she's not online (and sometimes when she is) she is hanging out with her best friend, Kailey.

**KAILEY**, 13. Kailey is a little younger than her best friend, Lea, and looks up to her. She usually lets Lea make the decisions because Lea has a better understanding of what's cool and what's not. As soon as Kailey meets the new girl, Amy, she likes her and doesn't understand why Lea doesn't. Kailey is caught in the middle and feels like she is being forced to choose between Lea and Amy, and the consequences for not siding with Lea could be very bad.

**AMY**, 13. Amy is new to this school – in fact, it's the third time she's switched schools in just two years. Amy's parents have recently divorced and last year, when she would feel alone and sad, she would go online to find people to talk to. She got herself in a lot of trouble doing this and has been bullied ever since. Now that she's starting at a new school, she hopes she can put her past behind her.

**MR. F.** Mr. F. is a teacher at the girls' school. He coaches, works as a lunch monitor, and right now, is substituting in the 8<sup>th</sup> grade English class. When Mr. F. was a student at this school, he was a star athlete, and he wants to hold on to his records! He also knows that sometimes people make poor choices, and so he's trying to teach the students to make choices that won't hurt themselves or others, and most importantly, he wants to teach them to define themselves.

## **Themes in the Play**

### **Friendship**

In *Out of Bounds*, Lea and Kailey have been friends for a long time. When Amy arrives and Kailey becomes friendly with her, Lea feels threatened.

The girls' friendship is also challenged when Kailey has to stand up to Lea to tell her she doesn't like what she's doing to Amy.

Questions for students:

- What are the characteristics of a good friend?
- Why is it sometimes hard to be a good friend?

### **Past Mistakes & Forgiveness**

Everyone makes mistakes. When these mistakes are made online, a lot of people can find out about them and they don't go away.

Amy made a big mistake in judgment when she posted a picture online that she should have kept private. Now she is being judged for her actions. Is this fair?

Questions for students:

- What do our actions say about us if those actions are mistakes?
- How do we overcome mistakes?
- Have you ever done or said something you wished you hadn't? What did you do to right the situation?
- What do you do if your friend makes a mistake?

## Identity & Labels

Mr. F. tells the students to “avoid the box”. It is very easy to label people based on what they wear and what they do, but these labels can be limiting.

Questions for students:

- What is a stereotype? Discuss certain stereotypes, such as “jock”, “nerd”, “loner”, etc.
- Have you ever been put in a box? How did it feel?
- What is something about you (a like, a talent, a dream) that no one knows?
- Make a list of all the things you like to do, all the interests you have, and all of the things you’re proud of about yourself. Based on this list, how would you describe yourself? Share this list with a friend. Introduce each other to the class based on all the things on this list.

## Classroom Activities

### Activity 1 Finish the Scene

Objectives

Students will be able to:

- Imagine themselves in a bullying situation
- Recognize alternative ways to handle bullying situations
- Develop the story based on the section of the script

Materials

A journal or paper to write on

The section of the script

Activities

Provide the class with this section of the *Out of Bounds* script in which the character Kailey feels that her allegiance is torn between her best friend Lea and new friend Amy.

LEA: I texted you like twenty times last night.

KAILEY: I texted you back as soon as I could.

LEA: Hours later.

KAILEY: Did something happen?

LEA: My dad was just having one of his bad nights. Whatever. You were busy.

KAILEY: I’m sorry.

LEA: Anyway, I used the time to do a little research.

KAILEY: What do you mean?

LEA: I’m just saying, you should know who you’re hanging out with.

KAILEY: What?

LEA: Okay, well, I told you it was weird that she's switched schools in the middle of the year so I Googled her. She's won all these running awards.

KAILEY: I told you she was good!

LEA: Yeah, well, that's not all. So it was easy to find both her old schools through that, then I did a little digging on Facebook.

*LEA reads from her phone.*

LEA: *(Reading)* "Amy Linder thinks she's better than everyone – watch out boys, she's coming for you." 314 likes!

KAILEY: Wow.

LEA: *(Reading)* "Amy, why don't you admit how ugly you are."  
*(Reading)* "If you were really attractive you wouldn't have to put pictures of yourself online like that."

KAILEY: Why would someone write that?

As a class, brainstorm different choices that Kailey could have made. Then divide into groups of 2. Assign a different choice to the groups. (It's OK to have multiple groups using the same choice.) After discussion, each group should write a script completing the scene. Have each group (or a few selected groups) perform their scene. Discuss the ways that each script responded to the situation.

## **Activity 2** The Index Card

### Objectives

Students will be able to:

- Describe a bullying situation
- Edit their writing into a different form
- Connect his or her experiences to the characters in the play

### Materials

A journal or paper to write on

Index cards (6-10 per student)

Optional Materials – video camera, digital camera, computer, post board

### Activities

In the play, the characters sometimes write words on poster board that they find too difficult to say out loud. This activity will mimic that approach.

Instruct students to write a story about an instance of bullying that they are aware of. They may have been directly involved or even just heard about it. They should make up names for the characters and write it out on a sheet of paper. After the free write, give them index cards and ask them to edit the story to fit on 6-10 index cards. The cards should contain highlights of the story and may contain a mixture of words and pictures.

Students can share their index card stories in a number of ways including in small groups, posting them on the wall, etc. To extend the activity into a bigger project, assign students to share the index card story using other technologies. For example, create a graphic novel or draw it on the chalkboard. A student could take photos of each card and create a slideshow on the computer or share them on Instagram or other social media. They could create a video with a soundtrack. (The index card video is a prevalent form on YouTube with varying degrees of appropriateness in the content. Some of the best known index card videos are about suicides related to bullying. So be cautious when going down this road.)

### **Activity 3** Bullying Poster

#### Objectives

Students will be able to:

- Visually express a theme or scene from *Out of Bounds*
- Connect his or her experiences to the characters in the play

#### Materials

Poster board, markers, crayons, glitter, paint, etc.

#### Activities

There is a poster that accompanies *Out of Bounds*. It was created to post around schools to remind students about the play and to reinforce its messages. If you have one, show students an example of that poster. (There is a version of it included in this packet.)

Then have students create their own poster. They should consider the audience for the poster and where it would be displayed. Audience examples are themselves, specific classes, general student body, teachers, parents, celebrities, etc. They could be displayed in bedrooms, classrooms, principal's office, gymnasium, the mall, homes, offices, etc. Posters can be taken home or displayed throughout the school.

### **Activity 4** Create a New Character Description

*Out of Bounds* was created using interviews, improvisation, and imagination. This activity adapts these play-making for use in the classroom.

#### Objectives

Students will be able to:

- Create a new character who could have been in this play
- Describe a character(s)
- Develop empathy for others
- Understand the feelings of someone who is different than they are.

#### Materials

Four basic character outlines (listed at the end of this activity) written on pieces of paper.

## Activities

The teacher decides how many characters to develop (either 2, 3, or 4). Four character outlines are provided. Use the same number of outlines as the number of characters you would like to develop. (Each character takes 5-10 minutes to develop.)

Assign a character outline to each student. Ask them to fill in other details such as the character's name, their favorite TV show, what they ate for breakfast, if they have siblings, etc. Choose one student from each of the character outlines to be interviewed by the teacher and the class. One at a time, each student sits in the "hot seat" and is interviewed as the character. The most important rule is that there is no wrong answer. Have the students sit the way their character would sit and consider things like:

What does their character do with their hands?

Do they make eye contact?

Do they laugh a lot?

Note: The teacher plays an important role by interjecting on occasion to tell the character to make a different choice in response to certain questions. This should be done in an effort to push the character to a less obvious place and away from their default position. A few prompts to make a different choice will help the students to be far more creative and to consider new ideas. It is fine to prompt them to make a different choice multiple times for the same question.

After the interviews you should have a better sense of who the character is and how he/she would behave in any situation. Have the 2-4 interviewed students act out an improvised conversation between their characters. For example, you could tell them that they are having lunch and discussing the upcoming school dance or text messages from other friends.

Have a class discussion about what was it like to play a different character. You could also put all of the students into groups of 2-4 and have them act out a conversation together. Finally, you could add a writing component where students write a biographical sketch of their character and/or a story about one or all of the characters.

## Character outlines

This exercise is most effective if the character description is very different from the actor, i.e., a student who is naturally outgoing plays someone shy, a student who doesn't play an instrument plays a character who is a musician, etc.

#1 – 7<sup>th</sup> grader who is new to the school and just moved here from Chicago. Everyone else in the class has known each other since 1<sup>st</sup> grade. You are the tallest kid in the 7<sup>th</sup> grade.

#2 – 8<sup>th</sup> grader who is really smart. You are 1 year younger than everyone else because you skipped a grade.

#3 – 7<sup>th</sup> grader who was homeschooled until coming to public school this year. You always wear a hoodie.

#4 – 8<sup>th</sup> grader who is the school’s star soccer player. You play an instrument in the school band and you tend to be shy.

### **Activity 5 Writing Prompts**

#### Objectives

Students will be able to:

- Formulate and communicate their personal ideas about bullying
- Draw parallels between the play and their lives
- Develop the story based on the section of the script

#### Materials

A journal or paper to write on

#### Activities

Some of the exercises above can be used simply as writing prompts. Here are some more prompts that relate to the show.

1. If you could change anything at all to stop bullying in your school, what would you do?
2. What do parents and teachers need to know about bullying? What would surprise them about bullying?
3. The play starts with the actors speaking as themselves. They preface each sentence with “Let’s be honest.” Use this as a writing prompt as it is, or adapt it more specifically, i.e. “Let’s be honest about...” This might be a place to tie in the question, “What do parents and teachers need to know about bullying?”
4. The Next Day: Scene Writing Exercise. Ask the students what they think happens next to the characters. Will Amy, Kailey and Lea become friends? Will Amy be able to overcome the bullying she has suffered? Have the students write a scene set the day after the play ends. Read the scenes in class. Discuss why the students thought the next day would go the way they wrote it. How can we get along with each other after we have had conflict?
5. In the play, Mr. F had a book of rules for life. Some of his rules were: always carry a pen, only use a Kleenex once, and don’t let anyone else define who you are. Write your own rules for life. This lesson can be extended by having students write rules on individual post it notes. (Decide how many each student should write, perhaps 3-5.) Post around the room and discuss favorites. You could also have students vote to determine their favorites by giving each student 1-2 stickers to attach to their favorite.

### **Activity 6 Why do people bully?**

Adapted from the Kentucky 4-H Youth Council

[http://4-h.ca.uky.edu/files/STC11\\_Bullying\\_Program.pdf](http://4-h.ca.uky.edu/files/STC11_Bullying_Program.pdf)

1. Divide the class into teams of at least 3 people.
2. Each team draws a “Why We Bully” card (see below)
3. Groups have 5 minutes to come up with a SHORT role play that illustrates the bullying reason on the card. The other teams have to guess the reason the person is bullying.
4. Complete the activity with a wrap-up discussion that lets students know that bullying is a sensitive topic that can be difficult to discuss. It is OK to need to talk to someone about it,

and students can approach the teacher or the school counselor (or the appropriate leader in your school). Discuss questions such as:

- a. What did you learn about the topic of bullying today?
- b. How do you think bullying makes people feel?
- c. Who are people who can help you if you are being bullied?
- d. What can you do if you see another person being bullied?

Materials: Make cards for teams to draw the following statements (feel free to add your own, and cards can be used for more than one group):

- People bully because other people do it.
- People bully because it makes them feel stronger and/or better than the person being bullied.
- People bully because they want to be accepted by a certain group.
- People bully because they think it will keep them from being bullied.
- People bully because they have been bullied themselves.
- People bully because they want attention from other people.

### **Activity 7 Letter to a Bully**

Adapted from PACER's National Bullying Prevention Center:

<http://www.pacer.org/bullying/resources/toolkits/classroom/intro-to-bullying-prevention.asp>

Ask the class to write a letter to an imaginary person who is bullying a friend of theirs with the goal of getting the person to stop bullying. Discuss elements that can be included in the letter:

- Describe the bullying
- Identify how the bullying makes their friend feel, and how it makes them feel
- Describe how the bullying is affecting their friend in school and at home
- Describe why you think the person is bullying
- Discuss some reasons that the bully should stop their behavior

Have the students read their letters out loud to the class or share them in small groups. Discuss:

- What types of bullying were discussed in the letters?
- What were some of the emotions described in the letters?
- What were some of the effects of the bullying on the friend, and on the writer of the letters?
- What were some of the reasons given to stop the bullying behavior?
- How did the letters make you feel about bullying?

## About Working Group Theatre

Working Group Theatre was formed in 2009 by three graduates of the University of Iowa MFA Theatre Department: Sean Lewis, Martin Andrews and Jennifer Fawcett. Since their founding, WGT has produced nine original plays, including *Mayberry*, *The Broken Chord* and now *Out of Bounds*, all of which have been commissioned by Hancher. In addition to producing plays, WGT also produces a monthly story telling night called Was the Word. WGT has developed a signature style of plays that address issues affecting our community today, blending documentary theatre and fictional storytelling staged with raw theatricality. Working Group is also the recipient of the Iowa City Human Rights Commission Rick Graf Award for their work in the community, as well as the Partners in Progress Award from the Iowa Pride Network. For more information about Working Group and to find out how you can get involved, go to [www.workinggrouptheatre.org](http://www.workinggrouptheatre.org).

## About the Artists

### **Sean Christopher Lewis** (*Out of Bounds* Director and WGT Artistic Director)

Sean is a playwright, director, actor and film maker. With WGT he has created and directed *The Broken Chord* (Hancher), *Mayberry* (Hancher Auditorium; Iowa West Arts Center; Bucksbaum Performing Arts Center), *Rust* (co-created with Austin Bunn; performed at Legion Arts and Riverside Theatre; published in the NY Times Magazine; listed by the Huffington Post as "one of the ten important political plays of the last decade"), *Denali* (Actors Theatre of Grand Rapids; Acorn Theatre; Know Theatre of Cincinnati; Acclaim Awards for Best Direction, Best Ensemble), *The Toymaker's War*, *Atlas of Mud*, *Odysseus*, *Iowa* and *Drinks by the Pool*. Outside of WGT, he also directs at Riverside Theatre (*Venus in Fur*, *Manning Up*, which he also wrote, *The Syringa Tree*, *Mary's Wedding* and *goat show*) and the Old Creamery Theatre (*Who's Afraid of Virginia Woolf?*). A noted playwright and solo performer Sean's works have been produced across the United States and Canada at Baltimore Centerstage, Woolly Mammoth, KO Festival of Performance, Interact Theatre, Southern Rep, Cleveland Public Theatre, Salt Lake Acting Company, Uno Festival of Solo Performance and many more. He's won the Kennedy Center Rosa Parks Award, the National New Play Network Smith Prize, the Barrymore Award, multiple Central Ohio Critic Circle Awards, the Inge Center Fellowship, an NNPN Emerging Playwrights Residency, a National Performance Network Creation Fund Grant and the NEA Voices in Community Award. He can also be heard on NPR'S *This American Life*. He has just finished his first feature film, *These Hopeless Savages*.

### **Jennifer Fawcett** (*Out of Bounds* Playwright and WGT Associate Artistic Director)

Jennifer is an Iowa City based theatre artist and Associate Artistic Director of Working Group Theatre. A graduate of the University of Iowa MFA Playwrights Workshop, Jennifer's plays have been produced at the Tennessee Women's Theatre Project (Nashville), The Drilling Company (New York), Riverside Theatre (Iowa City), Working Group Theatre (Iowa City), Available Light Theatre (Columbus), the Adirondack Theatre Festival (Glens Falls, NY), Alcyone Festival (Chicago), Theatre Masters (Aspen/West Palm Beach), the Hatchery Festival (Washington, DC), and presented at the National New Play Network Showcase, the Kennedy Center, the Lark Playwright's Week, Cultural Conversations (Penn State), the Little Festival of the Unexpected at

Portland Stage Company, Central Square Theatre and M.I.T. (Cambridge, MA), Curious Theatre (Denver), Playwrights Theatre of New Jersey, Palm Beach Dramaworks (West Palm Beach, FL), and Performance Network Theatre (Ann Arbor, MI). She was the NNPN Emerging-Playwright-In-Residence at Curious Theatre Company and is the winner of the National Science Playwriting Award from the Kennedy Center. Prior to moving to the US, she worked in Toronto, Canada, where she toured with her company Red Engine Productions to festivals across the country. Jennifer has directed two original shows for The Telling Project (Austin, TX), *Telling: Iowa City*, and *Telling: Des Moines*, working with veterans to tell their stories to their communities. She has traveled to Rwanda and Tanzania three times with the International Theatre and Literacy Project, where she has developed and co-directed original plays with at risk youth and led teacher development workshops. In 2011, one of these plays was presented at the Centre X Centre International Theatre Festival.

**Maria Vorhis** (Actor, “Lea”) Maria has spent the past year working with WGT in various roles as an Assistant Director (*Broken Chord*, *Mayberry*, and *Rust*), as an actor (*The Finder’s Daughter*, *These Hopeless Savages*), and as a storyteller at Was the Word. She recently directed *My Sister* at Riverside Theatre, and is currently working on a one-woman show, *Are You There, George?*, that will premiere in January 2014.

**Elizabeth Hinkler** (Actor, “Kailey”) Elizabeth is a senior undergrad at the University of Iowa. Recent shows include *Dreams I Have About Killing My Sister*, *My Sister*, *half-sick of shadows*, *Bookwings: China*, The Moving Company’s *Out Of The Pan Into The Fire*, *Lady M*, *Big Love*, *Tattoo Girl*, and Martha Clarke’s *In The Night*. She thanks Working Group Theatre, Hancher, the cast, Sean, and Jen for this eye-opening experience.

**Emily Hinkler** (Actor, “Amy”) Emily is a senior undergraduate theatre arts major at the University of Iowa. She is glad to have this opportunity to work with Working Group on this play with a huge purpose. Her past credits include: *My Sister*, *Bad Seed*, *half-sick of shadows*, *A Dream Play*, *Lady M*, *Ondine*, *Dr. Faustus*, *Lysistrata*, and Martha Clarke’s *In the Night*. Thank you Jennifer, Sean, Hancher, and cast for this moving opportunity. She hopes this play will open the hearts and minds of those watching and that they will ‘Avoid the Box.’

**Barrington Vaxter** (Actor, “Mr. F.”) This is Barrington's 3rd collaboration with Working Group. He was previously seen WGT’s production of in *Mayberry*, a play about racial tensions in the growing Iowa City area. He would like to thank Sean for the opportunity. #drugmuzic #shakes

## Facts about Bullying

**Bullying is a form of violence.** It is defined as aggression that occurs *repeatedly* over time and involves a person or group of persons exerting power over a victim (1). The three types of bullying are verbal (name calling or teasing), psychological (excluding others or spreading rumors), and physical (punching or hitting another). Bullying can be delivered in-person or through electronic means (emails, text messages, social network websites).

**Bullying is the most common form of school violence.** About 26% of school children across the world are affected either as a victim or bully (2). Rates of bullying are slightly higher in rural than urban schools (3). In the state of Iowa, about half of all 6<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> graders report being bullied one or more times in the last month. In 2010, between 36-38% of 6th, 8th and 11th graders were victims of psychological or verbal bullying, and 14% were physically bullied. With increasing access to technology, rates of cyberbullying have slowly climbed from 7% in 2005 to 10% in 2010.

## Iowa's Anti-Bullying Law

In 2005, Iowa passed an anti-bullying law. The law requires that all school boards:

- ✓ adopt an anti-bullying policy
- ✓ implement reporting and investigation procedures
- ✓ develop procedures for disciplining bullies and supporting victims

Schools are also recommended to train school staff, students and parents in bullying prevention. The Iowa Department of Education is actively involved in supporting schools in developing anti-bullying policies and training schools in bullying prevention.

Acts of bullying are reported to the Iowa Department of Education and technical support is provided to schools in responding to bullying incidents. Please see <https://www.educateiowa.gov/pk-12/learner-supports/anti-bullyinganti-harassment> for more information.

## Communication Strategies

### ***Speaking with victims and bullies. How can you help?***

It's important to be able to talk to both bully victims and children who bully. For children who are bullied, it is important that they understand it is not their fault and that they are allowed to speak up for themselves. For children who bully, it is important to understand why they are doing it, which can include anger, insecurity, the desire to feel popular, being bullied themselves, or other factors. Understanding the experience and causes of bullying is important in order to end bullying behavior. Effective communication is critical to developing this understanding.

### **Techniques in speaking with the child**

1. Ask open ended questions: Have you ever felt scared at school? / Is there anyone at school who makes you want to hurt their feelings, maybe because they make you angry or you will feel more popular?
2. Affirm your child's feelings: No one deserves to be bullied. / Everyone can feel angry or insecure at times.
3. Reflective listening (repeat, rephrase, reflection of feeling): I understand that you feel very hurt when your friend calls you names. / I understand that you feel insecure or angry, and your actions are showing that.
4. Summarize: If you talk about some strategies, make sure you summarize them. At lunch, we talked about you trying to sit with larger groups of kids so you aren't alone with the bully. / If you feel insecure, you will think about something kind you could say to someone else, rather than something that might put them down.

### **Asserting direct communications**

Help children learn assertive, direct, communication. This involves expressing oneself in a calm, non-blaming, respectful but clear manner. This can be very helpful in teaching children to assert their boundaries and also to help others. For example, if a child hears another child teasing another child about his/her clothes, an assertive example could be: "Cut it out – clothes aren't really what's important."

### **Resources**

1. Stop Bullying Now: <http://www.stopbullying.gov/resources/index.html/>
2. PACER National Bullying Prevention Center: <http://www.pacer.org/bullying/resources/?gclid=CK-5-YGb2LoCFY5AMgod5AQAZw>
3. PromotePrevent Stop Bullying: <http://preventingbullying.promoteprevent.org/real-stories?gclid=CPC2rI-b2LoCFfA7MgodDx0Asw>
4. OneIowa Bullying Guide: <http://test.oneiowa.org/be-informed-2/anti-bullying-resource-guide/>
5. Iowa Department of Education resources: <https://www.educateiowa.gov/pk-12/learner-supports/anti-bullyinganti-harassment#Resources>
6. Victims and children who bully may also be at high risk for distress. Listen Protect Connect is a program that involves assessing a child's level of distress and providing appropriate support. Please contact [iprc@uiowa.edu](mailto:iprc@uiowa.edu) for more information.

### **References**

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3. Nansel TR, Overpeck M, Pilla RS, et al. Bullying behaviors among US youth. Prevalence and association with psychosocial adjustment. *JAMA* 2001; 285(16):2094-2100.



Hancher is the performing arts presenter at the University of Iowa. Hancher supports the University of Iowa's mission of teaching, research, and service by presenting the world's finest performing artists; developing, engaging, and enlightening audiences; initiating and supporting the creation of new works; and providing artistic, educational, technical, human, and physical resources to the university and the people of Iowa. Hancher strives to enrich the life of every Iowan through transformative artistic experiences.



The University of Iowa Injury Prevention Research Center (IPRC), founded in 1990, is one of 10 injury "Centers of Excellence" funded by the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. The theme of the Iowa Center is prevention and control of rural injuries. Based on epidemiologic data, rural populations at high risk of injury include children, the elderly, farmers and farm families. The IPRC aims to prevent and control injuries in these high-risk populations.