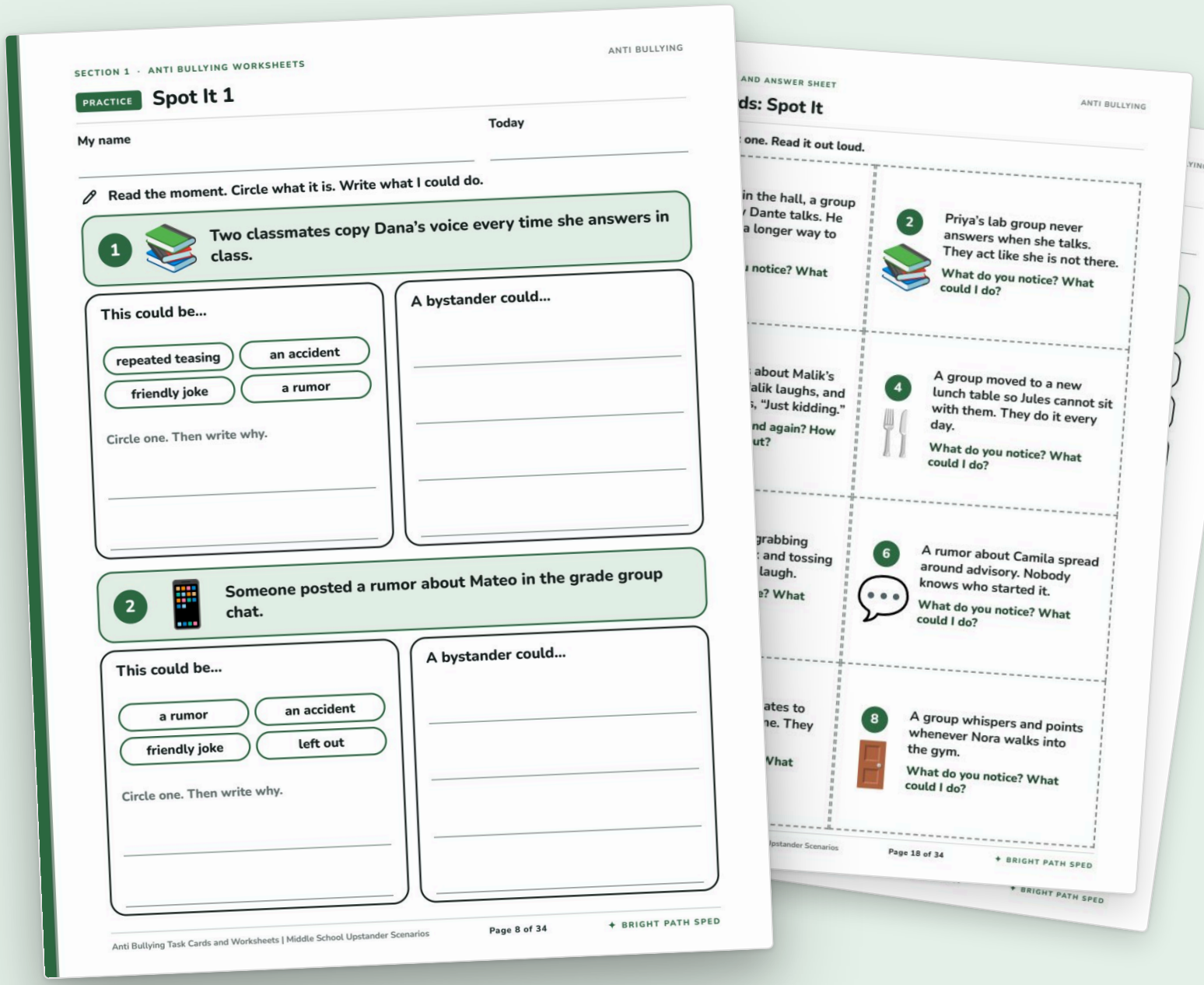
GRADES 6-8 · VISUAL SUPPORTS COLLECTION

EDITABLE

Anti Bullying Task Cards



34 PAGES | 24 TASK CARDS | 13 WORKSHEET MOMENTS | ROOM TO WRITE

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print and cut

Print the worksheets (pages 6–16): a worked example, a word helper, 6 Spot It moments, 3 Check It moments, 4 Pick a Response moments, an upstander script, a Who I Can Tell page and a self-check.

Print the task cards (pages 18–20) and cut them apart: 2 across, 4 rows, so each cut is one straight line. 24 cards in all.

2

Read a card, then answer

Start with Try One Together (page 6). Then the student picks a card, reads it, and answers "What do you notice? What could I do?" out loud or on page 21.

Worksheets give room to write: pages 8–10, page 11 and pages 12–13.

3

Log it, roll it up, send it home

One row on the log (page 27) for each moment: when, the card number, spotted it (Y or N), a response named (Y or N).

Total the week on the roll-up (page 28). Send the family page (page 30) home; the hand-off page (page 31) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: 24 text scenario task cards in 3 sets, 8 blank cards, 13 worksheet moments with room to write, a worked example, a word helper, a self-check and the data pages behind them, with type-in fields on the name lines, the writing lines, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a counseling program, a behavior plan or a clinical procedure. It follows no named method and promises no outcome; it gives a student short moments to read, think about and write on, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want task cards to cut and read	Pages 18–20
I want a worksheet with room to write	Pages 6–16
The student needs to write who to tell	Page 15
I need ideas for what students might say	Pages 25–26
The student wants to write a script of their own	Page 14; blank cards, page 22
A paraprofessional or another room takes over	Hand-off, page 31
A family conference or a check-in	Roll-up, page 28; filled example, page 29

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A card does not fit my students.** Use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

EXAMPLE

Try One Together

SAMPLE · INVENTED STUDENT

My name _____ **Today** _____

☆ See how it works. Then you try.



Kai posted a photo. Classmates wrote mean jokes under it all week.

1

Read the moment.

Who is it about? Kai.

2

Spot it. What keeps happening?

Mean jokes, again and again.

3

What kind is it?

teasing online that keeps happening

4

What could I say or do?

“Do not like or share it. Message Kai: That was not okay. Tell a trusted adult.”

Kai is made up. Other answers can fit too. Now you try a card.

PRACTICE

Spot It 1

My name _____ **Today** _____

Read the moment. Circle what it is. Write what I could do.

1 

Two classmates copy Dana's voice every time she answers in class.

This could be...

repeated teasing | an accident | friendly joke | a rumor

Circle one. Then write why.

_____

_____

A bystander could...

_____

_____

_____

_____

2 

Someone posted a rumor about Mateo in the grade group chat.

This could be...

a rumor | an accident | friendly joke | left out

Circle one. Then write why.

_____

_____

A bystander could...

_____

_____

_____

_____

PRACTICE

Pick a Response 1

My name _____ **Today** _____

Read three choices. Circle the one that helps.

1 

A group chat is making fun of a classmate's photo. Everyone is sending laughing replies.

- ○ Send a laughing reply too.
- ○ Say, "Not funny. Delete it." Then message the classmate.
- ○ Leave the chat and say nothing.

Why does that one help?

_____

My own idea:

_____

2 

A group is mocking a classmate's lunch out loud. Your friends join in.

- ○ Say, "Come on, leave it." Then sit with the classmate.
- ○ Laugh so they do not turn on you.
- ○ Look at your phone.

Why does that one help?

_____

My own idea:

_____

CARDS Task Cards: Spot It

Cut the cards. Pick one. Read it out loud.

1



Every day in the hall, a group copies how Dante talks. He now takes a longer way to class.

What do you notice? What could I do?

2



Priya's lab group never answers when she talks. They act like she is not there.

What do you notice? What could I do?

3



A friend jokes about Malik's shoes once. Malik laughs, and the friend says, "Just kidding."

Once or again and again? How could you find out?

4



A group moved to a new lunch table so Jules cannot sit with them. They do it every day.

What do you notice? What could I do?

5



Someone keeps grabbing Owen's notebook and tossing it around. Others laugh.

What do you notice? What could I do?

6



A rumor about Camila spread around advisory. Nobody knows who started it.

What do you notice? What could I do?

7



Eli asked his teammates to stop using a nickname. They keep using it.

What do you notice? What could I do?

8



A group whispers and points whenever Nora walks into the gym.

What do you notice? What could I do?

LOG

Anti Bullying Log

STUDENT _____ WEEK OF _____ CARDS OR WORKSHEETS IN USE _____

#	DATE	WHEN (YOUR WORDS)	CARD #	SPOTTED IT? (Y / N)	RESPONSE NAMED? (Y / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

ONE ROW A MOMENT

Write when it was in the same short words each time, and the card number (or the worksheet page).

Y AND N

Y if the student spotted what kind it is, and Y if the student named a response. Count rows with both Y on the roll-up (page 28).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	MOMENTS TRIED	BOTH NAMED (Y + Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF MOMENTS WITH IT SPOTTED AND A RESPONSE NAMED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 27): moments tried is the number of rows that week; both named is the number of rows with a Y in both columns. Both named divided by moments tried, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Riley is invented, and so is every mark on this page. One week on the log (page 27), then three weeks on the roll-up (page 28).

The log, week of 10/5 (5 rows)

#	DATE	WHEN	CARD #	SPOTTED IT?	RESPONSE NAMED?	INITIALS
1	10/5	advisory	1	Y	Y	RT
2	10/6	lunch	9	Y	N	RT
3	10/7	study hall	17	Y	Y	RT
4	10/8	hallway	4	N	N	RT
5	10/9	English	11	Y	Y	RT

The roll-up, three weeks

#	WEEK OF	MOMENTS TRIED	BOTH NAMED (Y + Y ROWS)	PERCENT	NOTES
1	10/5	5	3	60%	–
2	10/12	4	3	75%	–
3	10/19	5	4	80%	–

READING THE NUMBERS

Week one: 5 moments, 3 with both named, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14 moments. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With task cards and worksheets in place, Riley spotted it and named a response in 10 of 14 moments over 3 weeks; cards used by set: spot it 5, online and texts 5, speak up and tell 4."

Cards used, all three weeks

CARD SET	CARDS USED
Spot It	5
Online and Texts	5
Speak Up and Tell	4

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 moments tried; the rows with both Y are the 10. It was spotted in 13 of them.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Riley's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.