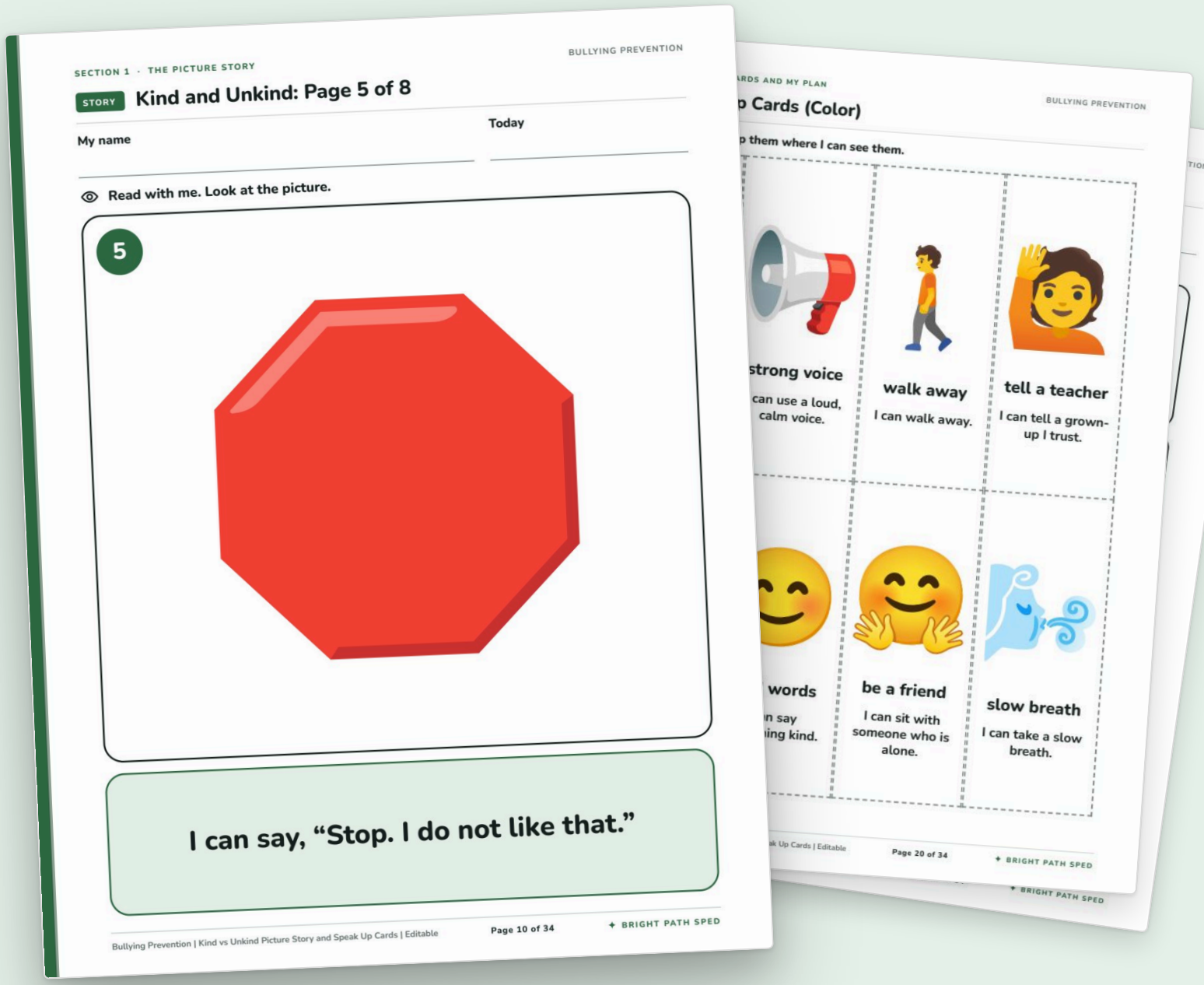
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Bullying Prevention



34 PAGES | 8-PAGE PICTURE STORY | 8 SPEAK UP CARDS | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print the story and the cards

Print the story (8 pages, 6–13) and staple it in order, or print the one-page ink-saver copy (page 14).

Print the speak-up cards (page 20, or ink-saver on page 21) and cut them apart: 4 across, 2 rows.

2

Read it, sort it, practice it

Read the story in a calm moment, pointing to each picture. Then the student circles kind or unkind on pages 16–17.

On the trusted grown-ups page (page 23) they write who they can tell; on the plan page (page 24) they draw or write three cards in order.

3

Log it, roll it up, send it home

One row on the log (page 27) for each moment: what happened, the card used, and whether the student told a trusted adult.

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: an 8-page picture story about something unkind and what a student can do, 2 kind-or-unkind pages (16 pictured actions), 8 speak-up cards in color and ink-saver, 8 blank cards, a trusted grown-ups page, a plan page and the data pages behind them, with type-in fields on the name 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 program, a policy, a reporting form or a clinical procedure. It follows no named method and promises no outcome; it shows a student, in pictures, what kind and unkind look like and what they can do, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want to read the story with a student	Pages 6–13
I need a copy for the photocopier	Story, page 14; cards, page 21
The student needs a card of their own	Blank cards, page 22
The student names their trusted grown-ups	Page 23; plan, page 24
A paraprofessional or another room takes over	Hand-off, page 31
The IEP meeting or a family conference	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 picture reads as a different word.** 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.

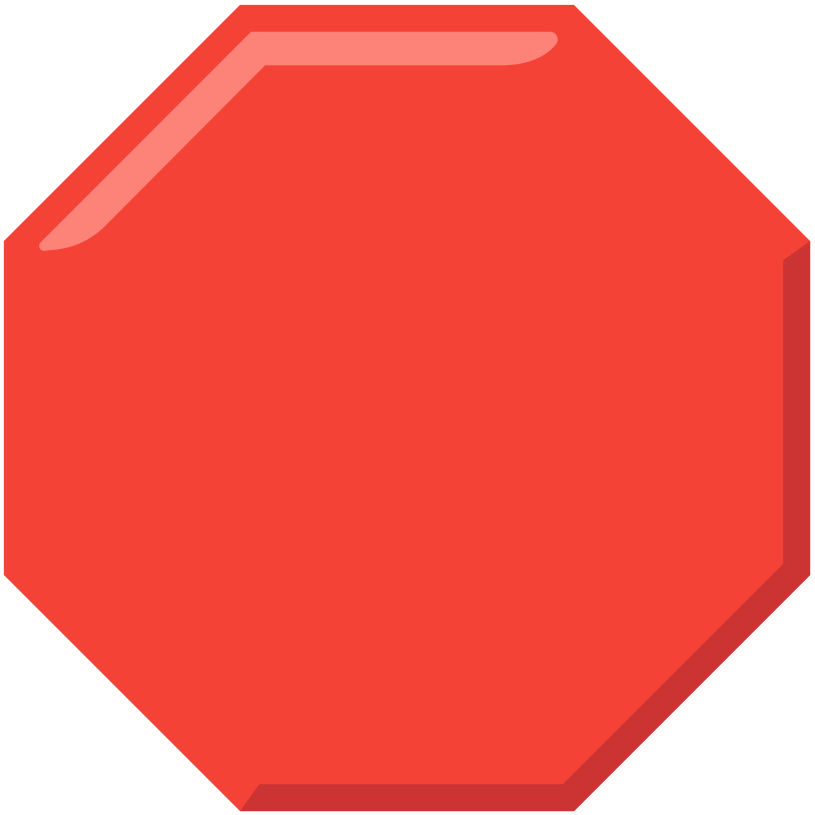
STORY

Kind and Unkind: Page 5 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

5



I can say, “Stop. I do not like that.”

STORY

Kind and Unkind: Page 7 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

7



I can tell a grown-up I trust. Telling is asking for help.

KIND OR UNKIND

Kind or Unkind? Page 1

My name _____ **Today** _____

Look at each picture. Circle kind or unkind.

1



Ask someone to play

kind unkind

2



Call someone a name

kind unkind

3



Leave someone out

kind unkind

4



Say thank you

kind unkind

5



Laugh at a mistake

kind unkind

6



Share the markers

kind unkind

7



Say “You cannot play”

kind unkind

8



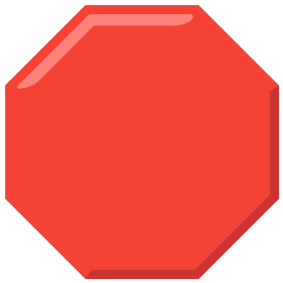
Help pick up

kind unkind

CARDS

Speak Up Cards (Color)

Cut the cards. Keep them where I can see them.



say stop

I can say, “Stop. I do not like that.”



strong voice

I can use a loud, calm voice.



walk away

I can walk away.



tell a teacher

I can tell a grown-up I trust.



ask to play

I can ask someone to play with me.



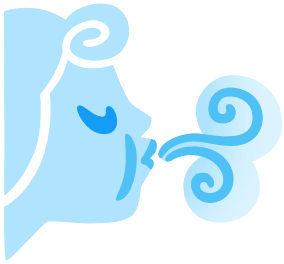
kind words

I can say something kind.



be a friend

I can sit with someone who is alone.



slow breath

I can take a slow breath.

MY PLAN

My Trusted Grown-Ups

My name _____ **Today** _____

Write the grown-ups I can tell.



At school

A grown-up I can tell _____

Where I can find them _____



At home

A grown-up I can tell _____

Where I can find them _____



Somewhere else

A grown-up I can tell _____

Where I can find them _____

draw my favorite grown-up to tell

LOG

Speak Up Practice Log

STUDENT _____ WEEK OF _____ STORY OR CARDS IN USE _____

#	DATE	WHAT HAPPENED (YOUR WORDS)	CARD USED	TOLD A TRUSTED ADULT? (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 what happened in the same short words each time, and the card word the student used (or you offered).

NOT AN INCIDENT REPORT

This is a practice tally. Your school's own form and steps come first. Count the Y rows on the roll-up (page 28).

EXAMPLE

Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Sam 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	WHAT HAPPENED	CARD USED	TOLD AN ADULT?	INITIALS
1	10/5	left out at recess	tell a teacher	Y	KB
2	10/6	unkind words	say stop	Y	KB
3	10/7	pencil taken	strong voice	N	KB
4	10/8	laughed at me	walk away	Y	KB
5	10/9	someone alone at lunch	be a friend	Y	KB

The roll-up, three weeks

#	WEEK OF	MOMENTS	TOLD AN ADULT (Y ROWS)	PERCENT	NOTES
1	10/5	5	4	80%	–
2	10/12	4	3	75%	–
3	10/19	5	5	100%	–

READING THE NUMBERS

Week one: 5 moments, 4 told an adult, 80 percent. Then 3 of 4 (75 percent) and 5 of 5 (100 percent). In all, 12 of 14 moments. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"Over 3 weeks with the story and speak-up cards, Sam told a trusted adult in 12 of 14 logged moments; cards used: say stop 3, strong voice 1, walk away 3, tell a teacher 3, ask to play 2, kind words 1, be a friend 1."

Cards used, all three weeks

SPEAK-UP CARD	TIMES USED
say stop	3
strong voice	1
walk away	3
tell a teacher	3
ask to play	2
kind words	1
be a friend	1

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; the Y rows are the 12.

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 Sam's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.