

# BRIGHTENING APPLICATION ACTIVITY

## *True Colors: Rx for Bullying Behaviors*

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### **Supplies:**

- Flip charts
- Markers

### **Directions:**

1. Divide into BRIGHT COLOR groups
2. Select Group Recorder
3. Select Group Spokesperson
4. Select Timekeeper
5. Complete Group Task

### **Rules:**

1. Remain in “Bright Color” mode
2. Avoid “*spilling over*” into second color
3. Goal: Group Consensus

### **Group Task:**

From the perspective of your Bright Color, chart the following:

1. My bright color is “out of esteem” when...
2. My bright color is brought back “into esteem” by...
3. Identify key characteristics of (your bright color) bully...
  - *What does (your bright color) bully look like?*
  - *What does (your bright color) bully sound like?*
4. Identify key characteristics of (your bright color) who is the one being bullied.
  - *What does (your bright color) bullied person look like?*
  - *What does (your bright color) bullied person sound like?*
5. Identify key characteristics of (your bright color) who is the bystander.
  - *What does (your bright color) bystander look like?*
  - *What does (your bright color) bystander sound like?*
6. From the Extraversion / Introversion perspective, what is the impact as an overlay to the bully, the bullied, and the bystander?
7. In your bright color, are you more likely to be the bully, the bullied, or the bystander? Identify and explain why.