TAKE A STAND AGAINST BULLYING

OXY Acne Medication and Scholastic want to help you build a culture of empathy and kindness in your school with these resources. Use these tips and character-building activities to engage your students.

RECOGNIZE
Be Aware of Bullying
Bullying is aggressive behavior that a person with real or perceived power uses over another person. Bullying behavior consists of intentional negative acts that affect people physically, emotionally, and socially. It can be expressed through words (such as teasing, taunting, and threats), exclusion, or physical abuse and violence. It can happen in person, online, in text messages, or through phone calls. It is unacceptable behavior no matter when or where it happens.

COMMUNICATE
Be Available and Prepared
One of the best ways to take a stand against bullying behavior is to keep the lines of communication open between students and adults (teachers, guidance counselors, and parents). Let students know that bullying behavior is not acceptable and they can turn to trusted adults if they experience or witness bullying. Know your school’s bullying prevention policy and follow it. If you don’t have one, initiate one with your school administrators.

STAND
Take Action Against Bullying
Use these questions to start anti-bullying discussions in your classroom. Refer to the resources in this guide to support student answers. Ask your class:

- What are the differences between rude behavior and bullying?
- What bullying behaviors have you seen?
- Why do some students seem to have power over other students?
- How should people being bullied respond?
- Have you ever been a witness or bystander to bullying?
- Have you ever been an upstander?
  (That’s a person who stands up or speaks up for someone being bullied.)
- How can someone who witnesses bullying help?

Remind students that they should tell a trusted adult immediately if anyone is in physical harm.

LESSON Identifying Bullying and How to Handle It

1. Introduction With the class, review the definition of bullying behavior at stopbullying.gov/what-is-bullying/index.html.

2. Exploration Have students read articles about bullying. Start with any of the articles (see right). Review the articles before sharing with students.

3. Discussion Ask students to consider the following:
   - What bullying behaviors were described?
   - What, if any, responses were there to the bullying?
   - How might this story be told from another point of view?
   - Where is the imbalance of power in this situation?
   - Were there bystanders or upstanders? If so, what role did they play?
   - Could the individuals in the article have acted differently? If so, how?
   - Has your point of view changed after reading this article? How?

4. Applying Knowledge Have students complete the grade-appropriate activity sheet (see below). Also distribute and discuss the fact sheet for reference.

5. Wrap Up Discuss with students what they can do differently moving forward to make their school a kinder, more empathetic, and safer place.

ARTICLES & RESOURCES

Students from different backgrounds talk about their experiences with bullying behavior. bit.ly/no-bullying1
A community fights back by holding parents responsible for students’ bullying behavior. bit.ly/no-bullying2
Scenarios and tips on how to safely stand up to hate and be an upstander. bit.ly/no-bullying4
Examples of cyberbullying and suggested responses. bit.ly/no-bullying5
Basketball player Damian Lillard shares tips for taking a stand against bullying. bit.ly/no-bullying6
For additional articles and resources, please visit choices.scholastic.com and sn56.scholastic.com.

ACTIVITIES

Grades 5–6 Flip the Situation (Activity Sheet A)
Students review examples of bullying behavior and kind language, and discuss how someone hearing the words might feel. They then use provided tips to role-play how upstanders might respond to bullying situations.

Grades 7–8 Walk in My Shoes (Activity Sheet B)
Students reflect on situations involving bullying behavior. They read and assess scenarios, and brainstorm suggestions on how the person being bullied and witnesses might respond.

Grades 9–10 It’s Your School: Make It a Kinder Place! (Activity Sheet C)
Student teams create an anti-bullying mission statement for the class. The activity sheet includes prompts to help students consider how to address bullying behavior and develop guidelines for supporting kind, empathetic behavior. Provide students with time to research sample school policies, plan, and then present their statements.
KNOW THE FACTS ABOUT BULLYING

If you’ve ever been bullied, you’re not alone. Bullying is real! It’s aggressive behavior that a person with real or perceived power uses over another person. It’s intentional, negative acts that affect people physically, emotionally, and socially. Bullying is hurtful and can be harmful to the person on the receiving end. It affects those who witness it as well as the person doing the bullying. It is unacceptable behavior no matter when or where it happens.

There are some facts about bullying you may not know. The more you know, the more you can be part of ending bullying in your school or community.

1. **People can be bullied for any reason.**
   Students report physical appearance, race, ethnicity, gender, disability, religion, and sexual orientation as some of the reasons they are bullied. One study found that 46 percent of 10- to 18-year-olds with acne reported being bullied.

2. **Bullying takes a lot of different forms.**
   A study of students ages 12 to 18 found that of those who were bullied, 13 percent were made fun of, called names, or insulted; 12 percent were the subject of rumors; 5 percent were pushed, shoved, tripped, or spit on; and 5 percent were excluded from activities on purpose. Others were threatened with harm (4 percent) or had their property destroyed (2 percent).

3. **Bullying can happen anywhere...**
   Middle and high school students who were bullied report that it happened in the school hallway or stairwell (42%), inside a classroom (34%), in the cafeteria (22%), outside on school grounds (19%), on the school bus (10%), and in the bathroom or locker room (9%).

   **...and at any time**
   Cyberbullying includes sending threatening or harassing messages, or spreading rumors online or by phone. It’s invasive because it can happen anytime, anywhere. Twelve percent of students who reported being bullied said they were bullied online or by text.

4. **Being bullied hurts.**
   Kids who are bullied can be afraid of being attacked or harmed, skip school or class, and avoid school activities and specific places in their school. Bullying can also take its toll physically with conditions like anxiety, sleep issues, and other health effects. This can impact schoolwork and friendships.

5. **You can make a difference—upstanders matter!**
   Students who are bullied reported ways their peers have helped them. Actions that topped the list: spent time with me, talked to me, helped me get away from the situation, called me, gave me advice, helped me tell (an adult), distracted the person doing the bullying, listened to me, and told an adult.

**SOURCES**
3. Stopbullying.gov, “Facts About Bullying.” Available at stopbullying.gov/media/facts/index.html#stats
FLIP THE SITUATION 🙏🏼👋🏼

Words matter. They can encourage or hurt the person on the receiving end. Read each set of sentences below and identify how you think the person hearing the words would feel.

**A.** You’re so lame. None of us want to hang out with you. Get lost. **Feeling:** ______________

**B.** Are you new here? Want to sit with us? **Feeling:** ______________

**A.** Look at the way you dress. You always look so weird. Where do you shop? (Girl snaps a picture with her phone.) I’m sending this to everyone. **Feeling:** ______________

**B.** You look nice today. You are so different and you always do your own thing. That’s cool. **Feeling:** ______________

**A.** I saw you getting bullied at lunch. You better be careful. They might find you after school. **Feeling:** ______________

**B.** I saw what happened. Let’s go talk with a teacher about it. **Feeling:** ______________

BE AN UPSTANDER 🐦🐦

A bystander is someone who observes bullying behavior but does not do or say anything. An upstander speaks up for the person being bullied. Read the tips below of safe things an upstander might say or do. Then role-play situations to practice using these responses. It can help you be ready to use them if you need to.

**Tell a trusted adult about the situation.**
**Say:** “A girl in my class is being bullied. How can I help her?”

**Offer to go with the person being bullied to tell a trusted adult together.**
**Say:** “I saw what happened. It’s not OK. I can go with you to tell our guidance counselor.”

**Tell the person doing the bullying to stop.**
**Say:** “Stop bullying her. Leave her alone.”

**Try to change the subject or divert the attention of the person doing the bullying.**
**Say:** “Have you played that new game on your phone?”

**Try to get the person being bullied away from the situation.**
**Say:** “Come walk with us to class.”

**Include the person being bullied.**
**Say:** “Would you like to sit with us at lunch?”

THINK ABOUT IT

What can you do to take a stand against bullying? Remember—if you are being bullied or you feel threatened, ask for help! If someone is in danger or being harmed, tell a trusted adult right away.