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. Then they 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
WALK IN MY SHOES

Read through each story below. What are the students experiencing in each scenario? How would it feel to be them? Then read the possible responses. In a small group, brainstorm other responses or what-ifs for the person being bullied and the kids witnessing each situation.

In the Hallway

A girl is standing alone at her locker, texting. A group of girls approaches. One of them takes her phone and says, “Hey, I’m texting myself so I have your number. We can hang out sometime.” As soon as they walk away, the girl at her locker starts getting cruel texts and starts to cry. Another girl in the group looks back at her with a worried look. A different group of girls sees the girl crying and keeps walking past.

**WHAT IF...** That second group of girls calls out to the girl and says, “Hey, come with us. The bell’s about to ring. We have to get to class on time.” The girl joins their group and they walk into class together in solidarity.

On Social Media

Two boys send a friend request to a girl in their class that they usually ignore. She messages back, “Really?” They message her that one of the boys likes her and ask her to send them a sexy picture. She accepts the request and sends an inappropriate photo of herself. They message her back that they would never go out with her and call her names. They send the sexy picture around to other friends with a mean caption. Everyone in the whole grade eventually gets the picture. In class the next day, the boys keep showing the photo, and the girl is almost crying. Another boy who sits in front of her doesn’t laugh but keeps doing his work.

**WHAT IF...** A boy notices the girl being made fun of in class because of the inappropriate picture that’s been sent around. Under his desk, he forwards the picture to the principal with the names of the boys who are bragging about it.

At Lunch

A boy sits alone. He reads his book and doesn’t look up. A group of boys walks by and pushes his lunch off the table. He picks it up, throws it away, and keeps reading, ignoring them. They start throwing food at him. The boy gets up and walks out of the cafeteria, past a table full of other students. They don’t look at him, afraid to be made fun of themselves.

**WHAT IF...** The group of students notices the boy sitting alone getting food thrown at him. They don’t know him, but they know he gets made fun of a lot. As he walks out of the cafeteria, one boy in the group calls out to him, “Come sit with us.”

TALK IT OUT

Take notes on your group’s suggestions to these scenarios. Share them with the class, then consider which of those suggestions you can use in your daily life.