

Stand Out by Standing Up!

2018 Bullying Prevention Month Toolkit

October 2018

center *for*
prevention
of abuse.



Contents

We hope you enjoy exploring the information and activities contained in this year’s Bullying Prevention Awareness Month toolkit, compiled and created by the Center for Prevention of Abuse.

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Introduction

This year's Bullying Prevention Month theme is



Stand Out by Standing Up!

The theme focuses on the power a bystander has in bullying situations.

The Center for Prevention of Abuse (CFPA) defines bullying as unfair and one-sided treatment of a peer that happens when they are being continuously hurt - either physically, emotionally - or their property is hurt.

Bystanders can be part of the problem or part of the solution to bullying. More than half of bullying situations stop within ten seconds when bystanders take a stand against bullying when they see it. (stopbullying.gov)

We hope this toolkit helps you encourage your students to be part of the solution to bullying.

Be sure to “Like” CFPA on Facebook and follow CFPA on Instagram. Let CFPA know how your school chose to stand out by standing up to bullying by posting pictures and tagging us.



facebook.com/centerforpreventionofabuse



@cfpapeoria



Bullying Defined

Use the following acronym to help distinguish bullying from tattling or conflict. HOUR refers to the four defining factors of bullying. The factors below are questions we ask to make our determination. First, is it hurtful? Second, is it one-sided? Third, is it unfair? Finally, is it repeated?

Hurtful physical, emotional, property

One-sided person being bullied is not doing any hurtful behaviors in return

Unfair one person using “power” over another to get their way. Power can be popularity, age, size, family status, etc.

Repeated hurtful behavior is happening continuously and the person being bullied is not able to make it stop



Facts and Statistics

SOURCE: www.pacer.org/bullying

more than
1 in 5
students
report being
bullied.



at school **1/3**
more than **1/3**
of bullying is reported as
bias-based
(bullying based on their looks, body shape, race, sexual orientation, etc.)

in schools that have bullying policies that are **inclusive of LGBTQ+ students** peer vicimization was **less likely** to occur.

for LGBTQ+ students:



bullied students report that actions taken by their peers **can be more helpful** than actions taken by themselves or by educators.

According to the Youth Voice Research Project, the following percentage of bullied students reported that each of these bystander strategies were helpful for them in bullying situations.

Bystanders Who...



spent time with me



talked to me



helped me get away



called me



gave me advice



helped me tell



distracted me



listened to me



told an adult



confronted them

Students have reported the most helpful and the most harmful things that teachers can do.

Helpful: check in with the bullied student, listen and give advice.

Harmful: tell the student that if they acted differently they wouldn't be bullied, tell the student they need to stop tattling on the bully, ignore the problem, or tell the students that they need to fix it on their own.

Be a Supportive Bystander

Bystanders have the power to influence bullying when they see it. Depending on their words and actions, bystanders can be part of the solution or part of the problem of bullying. Bystanders who are part of the solution offer help that assists in stopping the bullying behavior. Bystanders who are part of the problem do or say things that encourage or prolong the bullying.

A bystander can help in the following ways:

- Stand up for the person who is bullied. Say something that lets everyone know you are not okay with what is going on.
- Help the person being bullied walk away from the bully.
- Encourage other bystanders to help the person who is bullied.
- Show compassion for the person who is bullied by listening, offering words of encouragement, and including them in activities.
- Go with the person who is being bullied to report what is happening.
- Get help from an adult, especially if you feel unsafe or fear for the safety of the person being bullied.
- Use humor or other distraction to deflect attention from the person being bullied.



Important Dates

Mix It Up at Lunch Day – October 23, 2018

Students consistently identify the cafeteria as a place in their school where divisions are clearly and harshly drawn. Ask students to move out of their comfort zones and connect with someone new over lunch. It's a simple act with profound implications and we encourage educators to include this in year-round efforts to promote healthy, welcoming school environments. Studies have shown that interactions across group lines can help reduce prejudice. When students interact with those who are different from them, biases and misperceptions can fall away.

Tolerance.org

Unity Day – October 24, 2018

Together against bullying. UNITED for kindness, acceptance, and inclusion.

Make it **ORANGE** and make it end! What are your true colors when it comes to showing that you believe that all youth should be safe from bullying? Come together in one giant **ORANGE** message of hope and support, **WEAR AND SHARE ORANGE** to color our nation, and even the world, visibly showing that our society believes that no child should ever experience bullying.

“ORANGE provides a powerful, visually compelling expression of solidarity,” said Paula Goldberg, Executive Director of PACER Center. “Whether it’s hundreds of individuals at a school wearing ORANGE, store owners offering ORANGE products, or a community changing a landmark to ORANGE, the vibrant statement becomes a conversation starter, sending the supportive, universal message that bullying is never acceptable behavior.”

Pacer.org/bullying



Sample Daily Announcements

Elementary/Middle School

Build awareness within your school by reading the following to the entire student body during morning announcements or read them within individual classrooms.

- Students who are bullied often think they have to handle bullying on their own. When someone helps, bullying stops 57% of the time. Are you a bystander who is part of the solution? Stand out by standing up to bullying!
- Less than half of bullying incidents are reported to a trusted adult. If you're being bullied, it's not your fault. It's okay to ask for help. Stand out by standing up to bullying!
- More than 70% of students say they have seen bullying in their school. Take action when you see someone being treated unfairly. Bullying is never okay. Stand out by standing up to bullying!
- Most bullying takes place in school, outside on school grounds, and on the school bus. Bullying can negatively affect someone's ability to learn, their physical and emotional health, and their personal safety. Make our school safer for all. Stand out by standing up to bullying!
- Many students have witnessed or experienced cyberbullying. Once something is on the internet, it never goes away. Think before you post — cyberbullying is bullying. Stand out by standing up to bullying!

www.pacers.com
www.stopbullying.gov



Sample Daily Announcements

High School

Build awareness within your school by reading the following to the entire student body during morning announcements or read them within individual classrooms.

- More than 80% of teens use cell phones regularly, making it the most common medium for cyberbullying. Think before you post – cyberbullying *is* bullying. Stand out by standing up against bullying.
- In schools that have bullying policies that are inclusive of LGBTQ students, peer victimization was less likely to occur. Embracing diversity and respecting all people for who they are is a great way to stop bullying. Being the same is boring... you were born to stand out and stand up to bullying!
- Almost half of all students fear harassment or bullying in the bathroom. Respecting others boundaries and considering how someone may feel in a time of vulnerability is an easy way to make sure bullying doesn't happen. Stand out by standing up against bullying.
- Bullied youth were most likely to report that support from others made a positive difference. When bystanders intervene, bullying stops 57% of the time. Notice unhealthy behaviors – and take responsibility by intervening. Stand out by standing up to bullying.
- Of the Illinois students who text the Crisis Text Line to report bullying, 25% also experience suicidal thoughts, 24% report friend issues, 21% report family problems, and 21% report school problems. Life is hard enough sometimes... make someone's day easier by being a better bystander and stand out by standing up to bullying.

www.pacers.com
www.stopbullying.gov



“Bystander Power”

Purpose of Activity: To help students brainstorm safe strategies/ideas to help someone who is experiencing bullying.

Length of Activity: 20–30 minutes

Supplies Needed:

- Superhero Bystander coloring sheet (following page)
- crayons/markers

Discuss:

Remind students that bullying is defined as hurtful, repeated, one-sided, and unfair behavior. A person who witnesses something happening is called a bystander.

Bystanders to bullying situations have a lot of power. More than half the time, when a bystander lends a helping hand, it stops the bullying within 10 seconds!

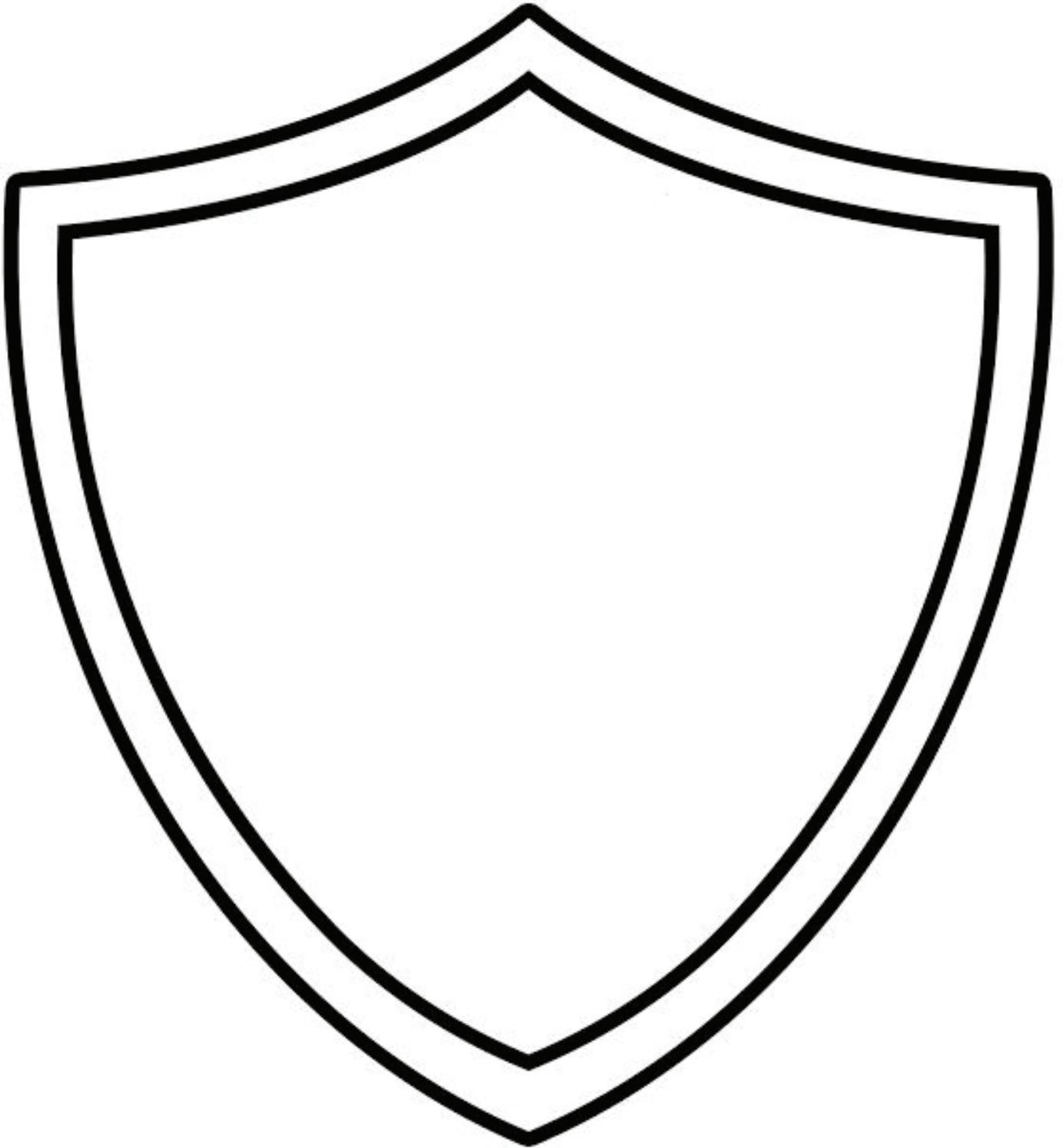
Activity:

There are many ways we can lend a helping hand and be a bystander who is part of the solution to bullying. Brainstorm different ways with your students. Be sure to emphasize the ideas should be safe, respectful strategies to end bullying when they see it.

Then have students create their own Superhero crest/badge on the “Be a Superhero Bystander” coloring page and fill in some strategies they would use if they saw bullying happen.



Be a SUPERHERO Bystander



“What Would I Do”

Purpose of Activity: To encourage students to think about their response to bullying situations.

Length of Activity: 30 minutes

Supplies Needed:

- Bullying Scenarios (following page)

Discuss:

Remind students that bullying is defined as hurtful, repeated, one-sided, and unfair behavior. A person who witnesses something happening is called a bystander.

Bystanders to bullying situations have a lot of power. More than half the time, when a bystander lends a helping hand, it stops the bullying within 10 seconds!

Activity:

Read the scenarios to the class (choose several that are appropriate for your class and grade level). Once a scenario is read, ask students to choose from the following strategies:

- Stand up if they would ‘take a stand’ against the bully
- Sit on their desk if they would ask for help from a trusted adult
- Remain seated in their chair if they are unsure of what they would do in the situation

After each scenario:

- Ask students who are standing what they would do or say in the situation.
- Ask students who are sitting on their desk who they would tell to ask for help.
- Inquire from those who remained seated what made them choose that strategy.

Bullying Scenarios

1. During group-work, you see the same kids telling another classmate that she's not smart enough to work with their group.
2. Often during lunch, you see a group of boys call a classmate's food smelly and refuse to let him sit at their table.
3. Recently you have seen an older girl trying to trip one of your classmates in the hallway on purpose.
4. On the bus ride to school, you see some older kids threatening to beat up a younger kid if he doesn't move and sit where they want him to.
5. Almost every day you see two boys teasing another boy about the way he looks and talks.
6. At recess, you see some kids laughing and throwing the basketball at another boy's head.
7. When you go online after school, you notice a classmate has posted mean and hurtful things about your friend. You know it will make your friend embarrassed and sad.
8. You notice there is always one student who is left out of activities at recess.
9. Your friend has been making rude comments about another classmate whenever she walks by.
10. Your friend tells you that a person in their class has been sending them text messages after school calling your friend mean names and making fun of the clothes your friend wears. They threaten to hurt your friend if they tell someone about the text messages.

“Code of Conduct”

Purpose of Activity: To allow students to gain a greater appreciation for one another and develop a classroom code of conduct.

Length of Activity: 20–30 minutes

Supplies Needed:

- Chalk/White Board
- Chalk/Dry Erase Markers

Activity:

Divide students into two or three teams of equal size. Teams line up single file at chalk/white board. The first team member has a piece of chalk/dry erase marker.

When given the go-ahead, and without talking, the first team member writes one word/short phrase that completes this sentence —

A good friend is someone who . . .

Once the first team member has written a word, they pass the chalk/marker to the next team member lined up behind them and that team member writes a word to complete the phrase. This continues until all team members have had a chance to complete the phrase. The first team to have all team members write their response on the board is the “winner.”

Discuss:

Discuss the characteristics students wrote on the board. Do they see students in the classroom display those characteristics? Do the characteristics written describe them? What expectations do they have of one another in the classroom? In their school? On the bus?

Develop a classroom *Code of Conduct* based on the discussion.



“What Would I Do”

Purpose of Activity: To encourage students to think about possible responses to bullying situations.

Length of Activity: 30 minutes

Activity:

Divide students into small groups of three to four. Assign each small group one of the scenarios below. Allow students to discuss how they would handle the situation and allow each group to role-play their **respectful, peaceful** response.

Scenarios:

- Scenario 1: Anna is making nasty comments about Sara on Instagram. Tom sees the comments while on Instagram. The drama continues in school when Anna encourages Tom to say nasty things to Sara. What can Tom do or say?
- Scenario 2: Karina knows Linda is having a difficult time at home: her parents are arguing a lot and her pet just passed away. Because of this, Linda has been feeling really angry and emotional. Yesterday, Linda took her anger out on a couple of fellow classmates by making fun of them and being disruptive in class. Karina wonders what she can do or say.
- Scenario 3: Hector has autism and his best friend is Brad. Tyler is the ‘class clown’ and often makes fun of Hector. Brad sees how this hurts Hector but is scared of Tyler. What could Brad do or say?
- Scenario 4: Rachel and Penny had a falling out at school. After school at home, Penny noticed a new invite for a Facebook page. The page was about how much people hate her. The next day Rachel was bragging to her friend Nicole about how she had made a hate page about Penny and she hoped it made her cry. Nicole knows deep down this is wrong. What could she do or say?

Discuss:

Following the role-plays, note the impact the bystanders had on helping solve the bullying situation. Bystanders can be part of the solution by:

- Refusing - saying/doing something to stop the bullying
- Reporting - telling a trusted adult what is going on
- Supporting - showing compassion towards/helping the person being bullied

“This Week in Social Media”

Purpose of Activity: To encourage students to reflect on the positive and negative ways people use technology and the effects it has on others.

Length of Activity: 30 minutes

Activity:

Ask students to use their phone, tablet or electronic device to find a favorite picture, video or story (being respectful of school policy) on the social network of their choice.

Use the discussion questions that follow either in small groups or as a class.

Discussion Questions:

- Why does the particular image, video, story interest you?
- Was the item on a page you followed or shared from a friend?
- Could the item be considered offensive or hurtful to anyone? In what ways?
- Have you ever posted, shared or liked something only to remove it later? Why?
- Whose feelings do you consider before sharing, posting, or liking a social media post?
- What are some ways an individual can show positivity through social media to create global change in order to make everyone feel valued (*going viral*).

Additional Activity:

Ask students to create a positive social media post about their school.

If it went viral, how would that effect students, teachers, etc.

“To Thine Own Self Be True”

Purpose of Activity: To gain an understanding of one’s personal values and the impact they have on decision-making.

Length of Activity: 30–40 minutes

Discussion:

Share the following quote from William Shakespeare’s *Hamlet*: “To thine own self be true.” Discuss the meaning of this quotation.

Explain that knowing what’s important to us helps us make positive, healthy decisions even in the face of pressure.

Ask students to name the one characteristic/value that is of paramount importance to them.

(e.g., honesty, trust, loyalty, kindness, love, etc.)

What we value influences everything we do. It is important to decide what things we value and make choices based on them.

Activity:

Divide the class into three groups. Have each group brainstorm one of the following scenarios and act out a respectful outcome for the class:

- You’re at a party with a popular crowd, and someone you like and want to impress is encouraging you to drink alcohol. What do you do?
- Someone you like has the answers to your midterm exam and is passing them around. You’ve been worried about passing this course—it’s a tough one. There’s little chance of getting caught because almost everyone who’s been approached has taken the answers, so they’re not likely to snitch. What do you do?
- You notice that your friends like to taunt the less-popular students at school. They want you to join in, and they tease you when you don’t. What do you do?

activity continued on next page



Discuss:

- The difficulty of maintaining their values in the face of pressure to change them.
- Is self-respect more important than having the respect of others?
- How can we respectfully manage a situation when another person's value system may be different from our own?

Encourage students to stay true to their beliefs in their actions and to make decisions that are consistent with their values.

*Adapted from: **Overcoming Obstacles: Life Skills Education (High School Level) 2018***

Additional Resources

www.pacers.org

www.dosomething.org

www.crisitrends.org

www.overcomingobstacles.org

www.tolerance.org

www.glsen.org

www.uniqueteachingresources.com

www.stopbullying.gov

www.dosomething.org

www.eyesonbullying.org

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