



# HANDOUT

## BULLYING SCENARIOS

### SCENARIO ONE

Lizzie has made friends with a new girl, Julie. Amanda, who is part of her friend group, tells Lizzie that Julie seems weird. Lizzie brushes off this comment because she thinks Julie is fun and they have a lot in common. Last week, Lizzie noticed Amanda and some of her other friends whispering and rolling their eyes when she was chatting with Julie in the hallway after school. When Lizzie confronted her about it, Amanda said, "Look, we don't want our reputations to be ruined by being connected to losers like her. You should be worried about that too." Today, Lizzie saw a picture posted on Instagram that Amanda had secretly taken of Lizzie and Julie with a comment that read "Losers."

### SCENARIO TWO

Danielle is very popular at school and has a lot of followers on Snapchat. She has started a daily "snap" story called "Danielle's Don'ts" where she chooses a new person every day as an example of a "don't." She uses the snap to make fun of someone for doing something she deems as uncool. Past stories include girls she has labeled "sluts" for dating a bunch of boys, rumors about whether certain students were gay or not and people whose outfits she has made fun of for being "plain ugly." Some of her classmates think these stories are just entertainment and people should not take them so seriously, while others want to do something but do not want to be her next target.

### SCENARIO THREE

Henry does not dress like the other boys in school. Sometimes he wears skirts as well as eyeliner he likes to call "guyliner." He mostly hangs out with girls in his grade and is not on any sports teams. There are a couple of boys who like to harass Henry, taunting him, calling him a "faggot" and asking him, "What are you, a dude or a chick?" Recently, this group of boys have made it their favorite pastime to slam into him in the hallway and pretend it is an accident.

### SCENARIO FOUR

Noah is one of the few Jewish students in his school. He is "friends" with a group of guys that are constantly making jokes to him about being cheap. Kevin, the ringleader of the group, has been particularly nasty in his comments. Noah tries to laugh along, and does not speak out so people will not think he is uptight. Recently, his "friends" have not been inviting him to go out. When he asks Damon, who he has known since third grade, why the guys are not inviting him, Damon responds, "Kevin has been telling the guys to not hang out with you because you are a cheap Jew."

# HANDOUT

## BULLYING OVERVIEW

### BULLYING

*Bullying* is **intentional**, unwanted, aggressive behavior that involves a real or perceived **power imbalance** and is **repeated**, or has the potential to be repeated, over time.

### CONFLICT

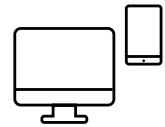
*Conflict* is a **misunderstanding** or **disagreement** that causes an emotional reaction between **two or more** connected people who **need or want** something from one another.

### RELATIONAL BULLYING



*Relational bullying* is deliberate manipulation of social standing and relationships. It can take the form of: secrets, whispering, rumors, gossip, silent treatment, eye rolling, exclusion, damaging reputation, withdrawing attention and friendship and coercion. It is often quiet and not seen by everyone.

### CYBERBULLYING



*Cyberbullying* is the use of electronic communication to harass, intimidate or bully a person. It can happen through text messages, email, social media, website comments, chats and blogs made through cellphones, computers and tablets. It can take the form of embarrassing pictures, rumors, videos, fake profiles or sexting. There are certain characteristics that make cyberbullying unique: It can be anonymous and quickly distributed to wide audiences; it happens 24 hours a day, 7 days a week; deletion of hurtful messages are difficult once posted or sent; even if something is posted or sent once, the repetition is in forwards, likes and views.

### BIAS-BASED BULLYING



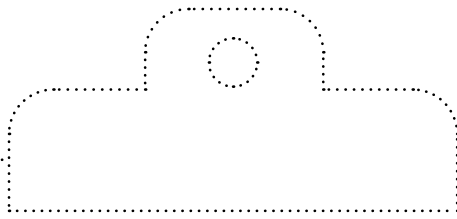
*Bias-based bullying* is intentional meanness “motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic.”<sup>20</sup>

### PHYSICAL BULLYING



*Physical bullying* is aggressive face-to-face behavior that harms another’s body or damages their possessions. It can take the form of intentional shoving, hitting, punching, fighting, bumping into someone, knocking books down, slamming a locker, physical intimidation or damaging property.

<sup>20</sup> Anti-bullying Bill of Rights Act (P.L. 2010, c.122) March 2012 Amendment (P.L. 2012, c.1). (2012, March), [www.state.nj.us/education/students/safety/behavior/hib/#si](http://www.state.nj.us/education/students/safety/behavior/hib/#si).



# HANDOUT

## UPSTANDER STRATEGIES QUIZ HANDOUT

Read each sentence below. If a sentence describes a response you almost always make during an incident of bullying, circle the number “3” next to the sentence. If it is a response you sometimes make, circle the number “2.” If you almost never make the response, circle number “1.”

*You can share as little or as much information from this quiz as you want.*

	almost always	sometimes	almost never
1. When you see someone getting bullied, you ask the target if they are okay afterwards.	3	2	1
2. When there is a bullying situation, you stop the bullying by calling the target over to sit with you.	3	2	1
3. When you read mean comments posted online about a person, you publicly challenge the hurtful comments without put-downs or name calling.	3	2	1
4. When you see someone getting bullied and you are worried it might get physical, you tell an adult.	3	2	1
5. When you see someone getting bullied, you imagine how badly the target must feel.	3	2	1
6. When you hear a rumor, instead of spreading it you try to find out the other side of the story.	3	2	1
7. When you witness a bullying situation, you look around to see who else disapproves and band together to interrupt.	3	2	1
8. When someone is being targeted online, you report it to the app or website administrator.	3	2	1
9. When you see something mean posted online, you post something nice about the target.	3	2	1
10. You are at a party and hear an aggressor telling an unkind joke about someone. You do not laugh; you shake your head and walk away.	3	2	1
11. You hear a popular student make a degrading comment to a less popular student. You walk over and say to the popular student, “That was really mean, not cool.”	3	2	1
12. You walk into the restroom at school and see someone tagging a stall with the words, “Jamal is a n-word.” You immediately report it to the main office.	3	2	1



# HANDOUT

## UPSTANDER STRATEGIES QUIZ HANDOUT (continued)

Fill in what you answered (3, 2 or 1) following the question number below and total each column.

	A	B	C	D
START HERE →	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
TOTAL:				
	BE A FRIEND	STOP & REDIRECT	SPEAK OUT	REPORT IT

The column with the highest total is your preferred “upstander” strategy. It is possible to have more than one preferred strategy.





# HANDOUT

## UPSTANDER STRATEGIES: DEFINITIONS

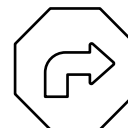


### BE A FRIEND

This strategy is as simple as it sounds, but easier said than done. Being a friend is really about reaching out to others who are targets of bullying, even if they are not a part of your friend group or not who you might normally hang out with. You can take different actions to be inclusive, such as:

- ▶ saying something nice to someone
- ▶ asking them if they are okay
- ▶ eating lunch with them
- ▶ inviting them to hang out with you and your friends

One of the most impactful actions you can take when using this strategy is just listening to the target talk about their feelings and the bullying situation.



### STOP & REDIRECT

There may be times when you want to stop the bullying but do not want to further escalate the conflict. Stopping and redirecting is a helpful strategy to use in this situation. When you use this strategy, you give the target a reason to walk away from the bullying situation. You can:

- ▶ invite the target to hang out somewhere else
- ▶ ask the target to eat with you
- ▶ invite the target to take part in an alternative activity
- ▶ change the subject by talking about something else

If the target is not present, you can still stop and redirect. For instance, if you hear a rumor, you can let it be known you are not interested in gossip and change the subject.



### SPEAK OUT

Speaking out is often what one thinks of when contemplating being an upstander. It means you are willing to tell the aggressor directly what they are doing is not okay. You are interrupting the bullying in the moment and often publicly in front of others. This might happen in person or online.

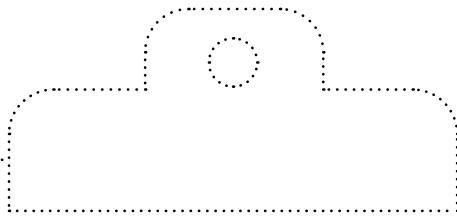
If you are friends with the aggressor, consider reasoning with them and talking them out of continuing with their unsafe and unkind behaviors.



### REPORT IT

This strategy is about getting an adult involved in the bullying situation. The adult can be a teacher, administrator, counselor, school nurse, coach or family member. The adult can be contacted face-to-face or through email. In the case of cyberbullying, you may choose to report the bullying to the website or app administrator as well. The adult may support you in your upstander efforts, and/or may take actions on their own depending on the situation.

***Anytime someone is threatened, hurt, fearful of being hurt or in danger, reporting the situation is imperative.***



# HANDOUT

## TO REPORT OR NOT TO REPORT (Scenario A)

Ask yourself the question, **“Is this situation too big for me to handle alone?”**

Do you report or not report the situation? List three to four reasons why you made your decision.

A 16-year-old girl named Hailey is consistently called “tranny” and “freak” by a group of popular boys in her school. She was born male and transitioned to female when she entered high school. Since then, she has been called names and threatened on a regular basis. She has a group of friends who stick up for her regularly and who have also become the targets of these boys. You are not friends with Hailey and you feel she has always been somewhat unfriendly towards you. It is not that she is mean, but she has never made an effort to be warm to you.

One day, you and she are alone in the locker room with no adults in sight. The same popular boys who you have seen harassing her in the past enter the locker room. They slam a locker near her head and tell her she is a “freak” and they will catch up with her after school to “take care of the situation.” They leave the locker room quickly and Hailey is visibly shaken up. You fear retribution from the boys if you report the situation. What do you do?

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# HANDOUT

## TO REPORT OR NOT TO REPORT (Scenario B)

Ask yourself the question, **“Is this situation too big for me to handle alone?”**

Do you report or not report the situation? List three to four reasons why you made your decision.

Olivia, an 11th grader, and Mason, a senior, are the most popular couple in school. They have been together for years, but have a roller coaster relationship, often breaking up and making up with one another. The details of their relationship is entertainment for the rest of the school, which follows the status of their relationship as if they were celebrities.

Sophia has been well liked throughout 9th and 10th grade, and while she is part of the popular clique, she has many friends and can hang with different groups at school. During one of Olivia and Mason’s breaks, he takes an interest in Sophia and flirts with her constantly. Even though Olivia and Mason have been together for years and are considered off limits, Sophia decides to go out with him anyway. Olivia hears about it. Furious, Olivia goes on Instagram and creates a fake profile for Sophia with the handle “SophiaSlut,” where she posts explicit Photoshopped pictures of Sophia. You are not friends with Sophia but a friend tags you in a post and you are made aware of this fake profile. What do you do?

1

2

3

4





# HANDOUT

## ACTION PLAN GUIDELINES

Below are questions you can ask yourself as you move through your action plan:

### GOAL

- ① What is your stated goal?
- ① What problem would your plan help?
- ① How would it make our school a better place?
- ① Do others in the school think it is a good idea? How do you know?

### BENEFITS

- ① Who will benefit from this plan? How?

### SCOPE

- ① Is the plan big enough to make a change, but small enough to complete?

### STATUS

- ① Is anyone else in the school already trying to address the problem?
- ① If so, what are they doing? How can you possibly combine efforts?

### CHALLENGES

- ① Are there any potential barriers to completion?
- ① How will you overcome them?

### STEPS

- ① What steps are necessary for your plan to be complete?
- ① Who will be involved?
- ① Which people at our school and in the community could you talk to in order to get help?

### RESOURCES

- ① What monetary or physical resources does your plan need?
- ① How will you get them?

### TIMELINE

- ① What is your timeline for completion? (List concrete steps with dates to be completed.)

### RESPONSIBILITIES

- ① What tasks will each person have?
- ① How can you make the most of each person's interests and talents?

### EVALUATION

- ① How should your plan be evaluated?
- ① How will you (and others) know if it is successful?

*Adapted from the MOSAIC PROJECT: Sofi Frankowski, Dan Cotton, Ina Sakaguchi and Bob Grover*





# HANDOUT

## ACTION PLAN REFLECTION

1 List three things you learned from completing your action plan.

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2 What new knowledge and skills did you gain based on this action plan?

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3 What is something new you learned about yourself and others while creating and implementing this action plan?

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4 What are some ways your action plan impacted your school? How do you know?

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