

## Introduction

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Since 2002, the state of New Jersey has been a leader in creating and enacting anti-bullying laws in schools. Even prior to the passing of initial state legislation, the New Jersey State Bar Foundation (NJSBF) provided school climate training and its first anti-bullying curriculum.

This guide builds on the legacy of the first NJSBF anti-bullying curriculum, keeping its user-friendly framework of “six essential lessons.” These essential lessons cover concepts that are core to anti-bullying education, including: defining bullying, examining the roles in bullying, student strategies for intervention and the importance of reporting incidents.

The curriculum is based in research and aligns to New Jersey State Learning Standards as well as the New Jersey Social and Emotional Learning (SEL) Competencies and Sub-Competencies. Research shows that a focus on SEL provides students with skills essential for dealing with and interrupting bullying and are a valuable part in school bullying prevention programs.<sup>1</sup> In line with SEL, each lesson in this guide utilizes student-centered, interactive activities with relevant discussion questions. Utilizing the discussion questions are a critical part of each lesson, as they provide the space for students to critically process key concepts. In addition, each lesson has a family component to build upon the important school-home connection.

While this guide is focused on student learning, schools that successfully decrease bullying ensure that **all** teachers and staff are trained, not only in enforcing policies and intervening, but in thoughtfully working with students and modeling caring and respect for everyone. Stopbullying.gov has comprehensive information on considerations in school bullying prevention programs as well as this video on misdirections and what not to do when implementing a program:

[www.youtube.com/watch?v=mJ4v7R3MbrU](http://www.youtube.com/watch?v=mJ4v7R3MbrU)

Finally, the NJSBF has multiple programs on violence prevention and anti-bias education that are designed to support your school's efforts in promoting a positive school climate. For more information on our programs visit: [www.njsbf.org](http://www.njsbf.org).

All video links can be found on our website at [www.njsbf.org](http://www.njsbf.org)

→ School-Based Programs

→ Violence Prevention/Anti-Bias Trainings

→ The Role of the School Climate Team

→ Scroll down to "Bullying Prevention Guide Hyperlinks"



<sup>1</sup> Brian H. Smith and Sabina Low, "The Role of Social-Emotional Learning In Bullying Prevention Efforts," Theory Into Practice 52, no. 4 (2013)



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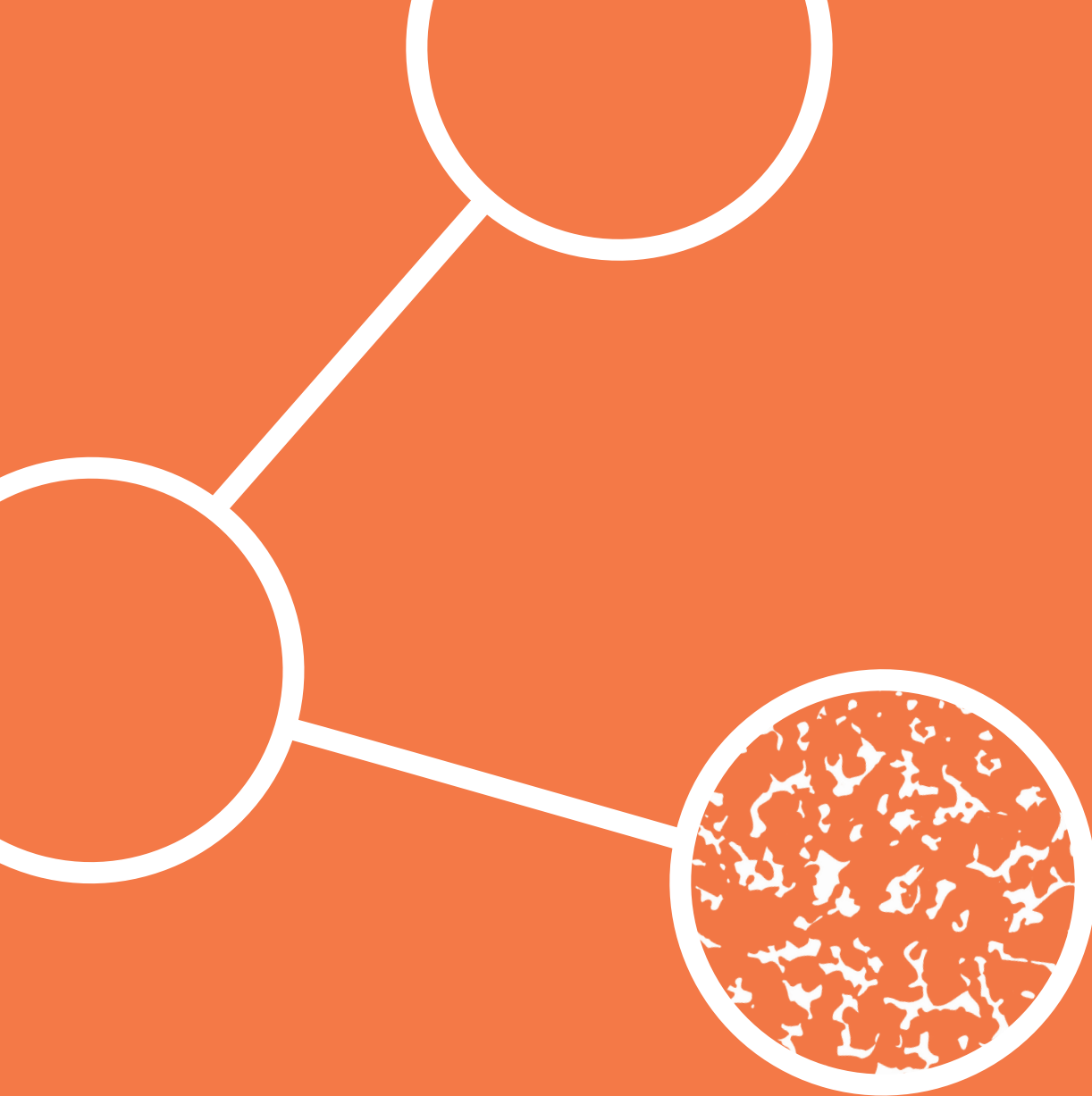
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LESSON 1

Building  
Relationships

# about this lesson

Incorporating healthy relationships into school culture is fundamental when implementing a bullying prevention program. Lesson one in this guide focuses on identity activities to build relationships amongst students and between teachers and students. These activities allow students and teachers to get to know one another and build respect for their similarities and differences. This lesson will begin to build a foundation of trust that will make the conversations in lessons two through six more meaningful.

Research shows that building relationships by holding regular class meetings is an effective way to reduce bullying incidents.<sup>2</sup> The class meeting is a routine used with students to create a safe space, develop social norms, build relationships and foster community. It provides students an opportunity to share relevant topics pertaining to their lives. On-going conversations during class meetings are teacher-driven and consist of open-ended questions that set a friendly, inviting tone where all students are mutually respected for their strengths and limitations.

<sup>2</sup> Olweus, Dan, and Limber, Susan P., *Olweus Bullying Prevention Program: Teacher's Guide*, (Minnesota: Hazelden, 2007), 67.

## Teacher as Facilitator

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When leading class meetings the teacher becomes a facilitator. Rather than share expertise, a facilitator steers participants toward a process of sharing knowledge, insight and awareness. The purpose of facilitation is to guide learning, share with peers and discover new and different perspectives through inquiry and discussion. Some basic facilitation skills are:

- Establish ground rules at the beginning of the year for all class meetings
- Utilize different types of questions to encourage meaningful discussion
- Refocus conversations that deviate from the topic
- Challenge participant statements, attitudes and behaviors in a respectful way when necessary (e.g., when misinformation is presented or in response to behavior contrary to ground rules)
- Model the level and manner of sharing expected for an activity
- Make clear, relevant transitions from one key learning point/activity to the next learning point/activity, highlighting how different concepts/activities build and connect with each other

For specific facilitation techniques, check out [Brown University's Facilitating Effective Group Discussions: Tips](http://www.brown.edu/sheridan/facilitating-effective-group-discussions-tips) at [www.brown.edu/sheridan/teaching-learning-resources/classroom-practices/learning-contexts/discussions/tips](http://www.brown.edu/sheridan/teaching-learning-resources/classroom-practices/learning-contexts/discussions/tips)

## Ideas for Class Meetings

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The activities in this guide are designed to be used as topics for class meetings. They can also be used on their own. Below are other potential topics for class meetings:

- Stress
- Peer pressure
- Preventing and resolving interpersonal conflicts
- Popularity
- Empathy
- Friendship
- Diversity
- Recent news or trends
- A national or local election or controversy
- A popular movie, television series, online video or YouTube channel, etc.
- Any topic students may want to discuss (create an anonymous suggestion box in the classroom)

Some educators and students view the class meeting routine as a tool for younger students. However, when used appropriately, class meetings can be beneficial to middle and high school students as well.

It is important to find a format suitable for you and your classroom. For more in-depth information on class meetings visit [www.responsiveclassroom.org](http://www.responsiveclassroom.org).

Class meetings should be held more frequently in kindergarten through eighth grade and at least twice a month for high school students.

## GRADE LEVEL

# ELEMENTARY SCHOOL

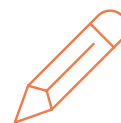


Adapted from *Tribes: A New Way of Learning and Being Together* by Jeanne Gibbs



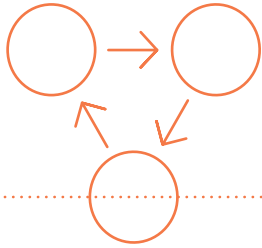
### OBJECTIVE

Students will be able to identify and respect similarities and differences within school populations.



### MATERIALS

- Construction paper (large enough to outline head and shoulders of a student)
- Masking tape
- Bright light from flashlight/phone/clip lamp or spotlight
- Scissors
- Various magazines
- Glue



## Procedures

Quite often, elementary students have thoughts and feelings they cannot verbally articulate. Art provides a wonderful opportunity and alternative for them to explore topics from a more creative perspective. This activity could take a few class periods to complete.

- 1 Tape construction paper against the wall with the top edge of the paper just above the height of each student.
- 2 Have each student stand with their profile against the wall where you have taped the construction paper.
- 3 With the room dark, shine a bright light on the student to create a shadow.
- 4 Trace the outline of the student from just above their shoulders, including the neck and head. You can do this during center time or quiet reading time. Be sure to have each student write their name on the paper.



**Alternatively, you can pair students and have them trace one another if they have the fine motor skills to trace well. When students work with partners, they learn to build relationships and enhance social skills.**

- 5 Once all students are traced, gather students to discuss the next steps.
- 6 Tell students they will be cutting out and collaging images that represent themselves in their outlines. Model your own pre-cut outline, which you have started to collage but have not completed. Utilizing a think-aloud, choose an image from a magazine and cut it out and add it to your collage in front of students. Model why you chose the image and why it “represents” who you are.



**The modeling in this activity is important. The more personal you are, the more likely students will share who they are.**

- 7 Have students cut out their own outlines and begin the collage on their outlines.
- 8 After students have completed their own collages, break them up into small groups of three to four to discuss why they chose the images in their collages to represent themselves.

- 
- 9 Leaving their collages at their desks, bring the large group back together and ask students to stand if they included the following subjects in their collages:
- ▶ Sports
  - ▶ Animals
  - ▶ Family
  - ▶ Nature
  - ▶ Technology
  - ▶ Food
  - ▶ Friends
  - ▶ Hobbies
- 10 Hold a whole class discussion using the following questions.

## Discussion Questions

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- 1 How easy or hard was it for you to find pictures that represented you for your collage? Why?
- 2 What is something you learned about somebody that you did not know before?
- 3 How did you feel sharing in your small groups? When you were sharing in your small groups, what did someone do that showed they were listening to you?
- 4 What similarities did you notice during your small groups or stand-ups? What differences did you notice?
- 5 Do you think people value similarities or differences more? Why?
- 6 How does learning about your classmates help build relationships?



## Extensions

*Yoko*, by Rosemary Wells tells the story of a girl who brings sushi for lunch and is teased for the food she loves. To create acceptance in the classroom, the teacher creates an International Food Day to honor the foods of the different cultures of her students. Eventually, one student tries the sushi making Yoko feel more included.

- Partner students and have them review their collages. Have them work together to create a Venn Diagram mapping out the similarities and differences of their collages.
- Read the book, *Yoko*, by Rosemary Wells to the students. Create a writing prompt having students answer the following questions:
  - ① Describe a time when you tried something new and enjoyed it. How did your opinion change from your first impression?
  - ① What is the downside of judging something before trying it?
- Teachers should consider making a *Feeling Words Anchor Chart* in the classroom and encourage students to expand their vocabulary to help them articulate their feelings more completely.
- Show the YouTube video *Respecting Differences* ([www.youtube.com/watch?v=PCSLhFIRcHE](http://www.youtube.com/watch?v=PCSLhFIRcHE)) (3:33 min) to the students. Lead a large group discussion using the following questions:
  - ① What does “we are all different, we are all the same” mean to you?
  - ① Why is it good that we are different? Why is it good that we are the same?
- Hang the collages around the room for back-to-school night or parent-teacher conferences. Introduce the parents to the bullying prevention program at your school. Explain to the parents the collages on display are representative of how their children perceive themselves. Ask the parents to find their child’s collage and write a note to their child, which mentions the things they have in common. Ask the parents to leave the note on their child’s desk to read the next morning.



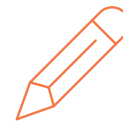
FAMILY CONNECTION

GRADE LEVEL  
MIDDLE SCHOOL



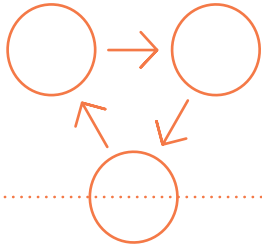
OBJECTIVE

Students will be able to identify and respect similarities and differences within school populations.



MATERIALS

- A copy of the *Identity Questionnaire* handout for each student
- Crayons, colored pencils, or paint



## Procedures

Partner two students who are not friends or are unfamiliar with one another. Encourage the students to be curious and elaborate on their answers.

- 1 Explain to the students that they will be paired with another student to conduct an informal interview to explore similarities and differences they might have. They will take turns interviewing one another using the *Identity Questionnaire* handout.
- 2 After each student has been interviewed, have them work together to create a Venn Diagram illustrating their similarities and differences.
- 3 When students have completed their interviews and their diagrams, lead a large group discussion using the following questions.



## Discussion Questions

- 1 What did you learn about each other after completing this activity?
- 2 What are your similarities? What are your differences?
- 3 Would you say you had more similarities or more differences with your partner?
- 4 What are some advantages to having differences with people?
- 5 What are some challenges that arise when you have differences in a group?
- 6 When you are different from most people in a group, what do you need to feel included and part of the group?

## Extensions

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- Have students interview an adult in their family utilizing the *Identity Questionnaire*. Students will repeat the process of comparing similarities and differences, this time between their own questionnaire and their family member. Ask students to share what they learned through this process about members of their own family. They can journal the answers to the following questions:

- ① Were you surprised about any differences or similarities you had with your family member?
- ① How does your upbringing affect your outlook on life?

- Create a poll for your class on other questions students want to know about their classmates using Slido ([www.slido.com](http://www.slido.com)) or another live Q&A or online poll site. Using “strongly agree, agree, no opinion, disagree, strongly disagree” some poll statements might be:

- ▶ Bullying is a problem in our school.
- ▶ People are respectful of differences in our school.
- ▶ Teachers respect students in our school.



FAMILY CONNECTION



# HANDOUT

## IDENTITY QUESTIONNAIRE

### PART I

*Interview your partner using the following questions:*

- 1 What is your full name, your birthday and where were you born?
- 2 Do you have any siblings and, if so, what are their names and ages?
- 3 Do you have any pets and, if so, what are the names? If you do not have a pet, what pet would you like to have?
- 4 Is school important to you and why?
- 5 What type of career would you like to have as an adult and why?
- 6 What is the most important possession you own and why is it important?
- 7 Do you consider yourself to be a good friend, and what are three reasons you think that way?
- 8 What types of people do you enjoy being with and why?
- 9 If you could change one thing about yourself, what would it be and why?
- 10 Give three examples of how you are a unique person.
- 11 What is something that people think about you that is different from how you think about yourself?

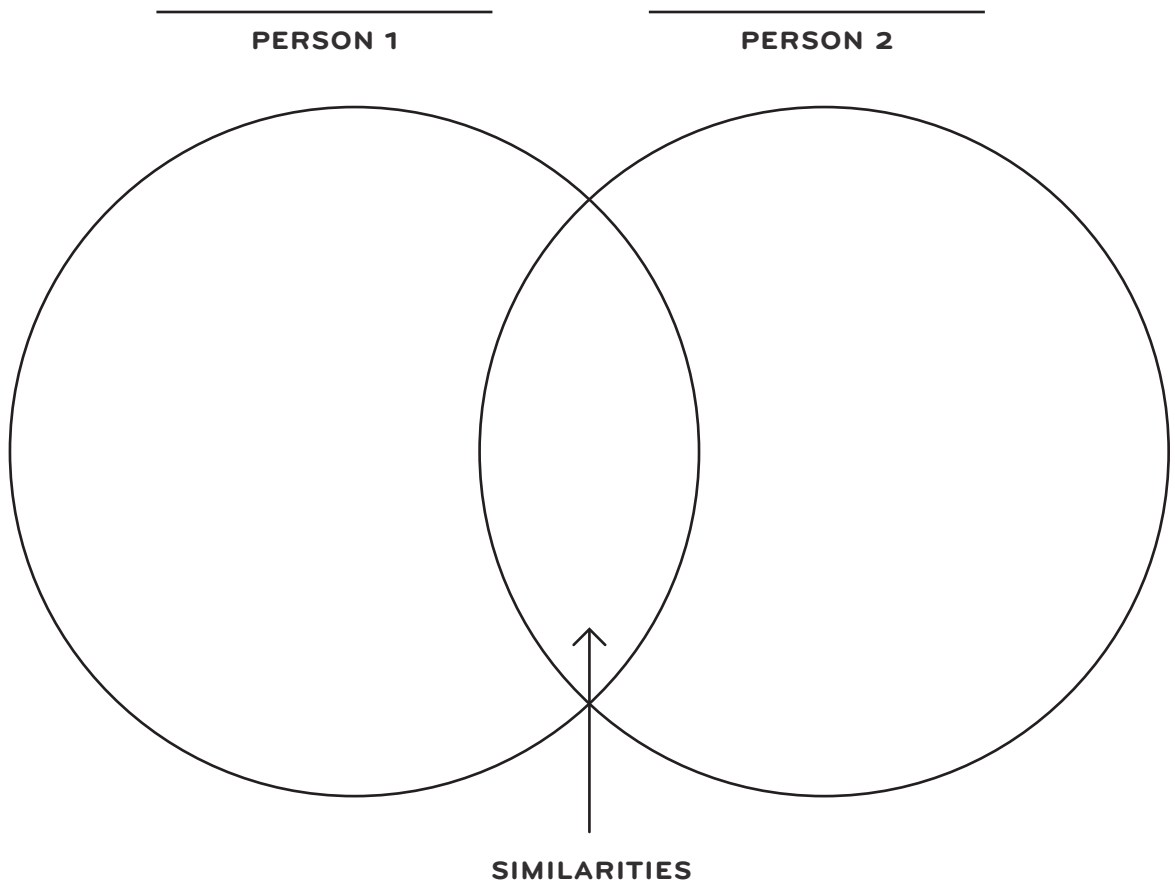


# HANDOUT

## IDENTITY QUESTIONNAIRE (continued)

### PART II

Complete the Venn Diagram below using the similarities and differences between you and your partner.



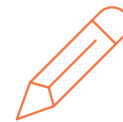


**GRADE LEVEL**  
**HIGH SCHOOL**



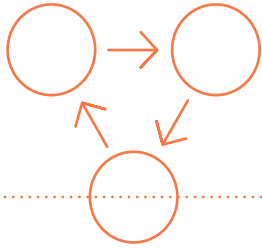
**OBJECTIVE**

**Students will be able to identify and respect similarities and differences within school populations.**



**MATERIALS**

- A piece of paper for each student
- Crayons, colored pencils, or markers for each student



## Procedures

Before beginning this activity, explain that students will be sharing their biopic with small groups and sharing with the large group will be voluntary.

### PART I

- 1 Explain to the students that they will be thinking of significant events in their lives that helped define the person they are today. They will be creating a biopic to illustrate the events. They will have the opportunity to share these events with their peers if they choose.



**Educators should prepare a sample biopic about themselves beforehand and share the details with the students as a model. The more vulnerable an educator gets, the more likely the students will feel comfortable to be vulnerable too.**

- 2 Model your biopic to the class.
- 3 Distribute a piece of paper to each student. Instruct the students to fold the paper in half two times to create four quadrants.
- 4 Have the students unfold the paper and title each of the four quadrants with the following titles:
  - ▶ My Life Ten Years Ago
  - ▶ My Life Five Years Ago
  - ▶ My Life Now
  - ▶ My Life in Ten Years
- 5 The students should then think of an important moment in their life for each of the four time periods and draw an image representing that moment. For “My Life in Ten Years,” the students should draw a picture depicting a hope they have for their future self. Allow 10-15 minutes for the students to draw a depiction of the events.
- 6 When the students have completed their drawings, break the students into small groups of three or four and have them share their drawings with each other.

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- 7 When the small groups have finished sharing, bring the large group together and have a conversation using the following discussion questions.

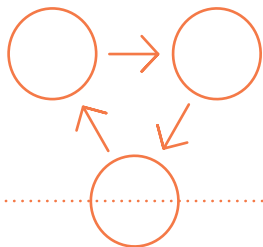
### PART I: DISCUSSION QUESTIONS

- 1 Was it difficult or easy to think of important events in your life? Why?
- 2 Why is it sometimes difficult to share these types of events? Is it easier or harder when you know the person you are sharing with? Why or why not?
- 3 What is a benefit of sharing important life events with other people?
- 4 How can reflecting on your life help give you self-confidence to handle everyday issues?
- 5 How do these life events help shape your identity?

### PART II

- 1 Next conduct a stand-up activity using the following statements:
  - ▶ Stand up if you can think of one person who has made a big difference in your life.
  - ▶ Stand up if you are content with your life right now.
  - ▶ Stand up if you have been through a lot of changes in your life.
  - ▶ Stand up if you shared a memory that was painful.
  - ▶ Stand up if something you went through made you a stronger person.
  - ▶ Stand up if you think your future self is achievable.

*Give the students the option to stand if they feel comfortable with the statement.*



## Procedures (continued)

- 2 As a large group, have a conversation using the following discussion questions.

### PART II: DISCUSSION QUESTIONS

- 1 During stand-ups were you surprised by the number of people who stood, or did not stand, for a specific statement? Which statement and why?
- 2 Was there a statement where you thought you would be the only person standing and you were not? What does it feel like to be the only one standing?
- 3 Was it difficult for you to stand for a particular statement? Which statement and why?
- 4 What did you learn about similarities and differences from this stand-up activity?



## Extensions



### FAMILY CONNECTION

- The educator may offer the option to write about the life events instead of drawing them.
- Assign students this activity to do with a family member. If doing the activity with an adult, the following headings may be used alternatively: Childhood, Teenage Years, Adult Life, Future Life. Have the student write a reflection answering the following questions:
  - ① Were you surprised by the responses from your family member?
  - ① Did you learn anything new about your family member? How did you feel learning the new information?
  - ① How did this activity help you feel closer to your family member?



LESSON 2

Bullying vs.

Normal Conflict

# about this lesson

Lesson two focuses on the difference between normal conflict and bullying and the different forms bullying can take. Creating a common language surrounding issues of bullying ensures that students, staff and educators can properly identify bullying. Clearly defining bullying helps schools avoid initiating investigations that are unwarranted because the word bullying was improperly used.

Many well-meaning educators will use conflict resolution programs to handle bullying situations and, in turn, exacerbate the problem by believing those who bully and those who are bullied can work it out. Conflict resolution in a bullying situation communicates to the target that they share blame in the situation. This type of intervention could discourage targets from reporting abuse.

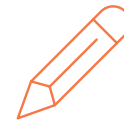
Conflict resolution programs are designed to help students who are assumed to be on a level playing field and of equal power and standing. In a bullying situation, those who bully have more power and use that power to harm another student. Correctly identifying whether a situation is normal conflict or bullying from the onset ensures the situation will be handled correctly and with the least amount of harm to the students. Students should be encouraged to reach out to trusted adults if they are having difficulty determining if a situation is a conflict or bullying.

GRADE LEVEL  
ELEMENTARY SCHOOL



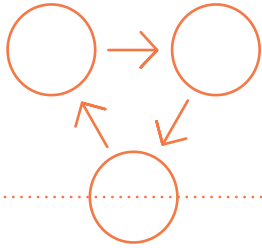
OBJECTIVE

Students will be able to define bullying in its different forms and recognize the difference between normal conflict and bullying.



MATERIALS

- A whiteboard
- A copy of the *Bullying Overview* handout for each student
- A copy of the *Bullying and Conflict Template* handout for each student
- *Normal Conflict vs. Bullying* poster



## Procedures

*My Secret Bully* is appropriate for grades K–5 and *Confessions of a Former Bully* is appropriate for grades 3–5. These books build on one another and discuss the difficult friendship between Katie (the aggressor), and Monica (the target), through acts of relational bullying.

- 1 On a whiteboard write, “What is bullying?” Ask a few students to give you some thoughts on what makes a situation bullying and write their responses on the whiteboard.
- 2 Gather the students to do a read-aloud. Read either *My Secret Bully* or *Confessions of a Former Bully*, both by Trudy Ludwig, to your class. These are suggested books. Any book accurately describing a bullying situation will work for this activity.
- 3 After reading the book to the students, use the following discussion questions.

- ① What were some of the character's actions you would consider to be bullying behavior?
- ① How did you know the situation in the book was more than just a fight between two classmates?
- ① How did the person feel who was being bullied?
- ① Use the following two definitions to explain the differences between normal conflict and 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* is a **misunderstanding** or **disagreement** that causes an emotional reaction between **two or more** connected people who **need or want** something from one another.



**Make accommodations with the language in the definitions for student comprehensive understanding. The words in bold are the main ideas of the definitions and should be emphasized.**

- 5 Review the *Bullying Overview* handout with the students. Explain the difference between the four types of bullying: cyberbullying, physical, relational and bias-based. Answer any questions the students might have.
- 6 Introduce and review the *Normal Conflict vs. Bullying* poster with the students. Simplify the ideas for your students and answer any questions they might have.

- 7 Distribute the *Bullying and Conflict Template* handout to each student. Have the students decorate the templates and cut out the two cards.
- 8 Read the following scenarios aloud one at a time. Ask students to hold up either the conflict or bullying card for each scenario. After each scenario is read, ask a few students to explain why they chose their answer.
- Bella is playing jump rope with Sharmane on the playground. Charlotte, a popular girl in the grade above them, comes over and tells them, “If you don’t let me play jump rope with you, I am going to take the rope.” Charlotte never asks if she can play, she always threatens.
  - Briana and Louis are working together on a math problem. Briana insists she is right and Louis disagrees. Louis tells Briana she is bossy. Briana’s feelings get hurt.
  - Maya is playing an online game (like Minecraft or Roblox). On the message board, someone writes, “Maya has no friends.” Maya feels very badly and wonders who wrote the message.
  - Angelo and Diego are playing foursquare with a group of friends on the playground at recess. Ellen goes over to them and asks to play. Angelo turns to Diego and pulls his eyes wide to make fun of Ellen being Asian. Ellen get very upset because they had just done the same thing in class earlier in the day.
  - A group of kids are playing touch football at recess. A fourth grade boy named Tim accidentally pushes another fourth grade boy named Pablo instead of touching him. Pablo falls to the ground and skins his knee. They begin to argue.
  - One day Marisa was in line for lunch in the cafeteria. As Anthony walked by, Marisa put her leg out and Anthony tripped over her leg. Marisa laughed. Anthony felt embarrassed. The next day Marisa pushed Anthony while he was walking to his table with his tray of food. Anthony felt humiliated.
- 9 After all scenarios have been read, lead a large group discussion using the following questions.

For bullying scenarios, you may want to challenge some students to identify what type of bullying is present in that scenario.

**Answer Key:**

- BULLYING—Relational
- CONFLICT
- BULLYING—Cyberbullying
- BULLYING—Bias-Based
- CONFLICT
- BULLYING—Physical

Based upon the context of the conversations you have with students, you may interpret these situations differently.



## Discussion Questions

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- 1 Is there anything that still confuses you when you think about the difference between normal conflict and bullying?
- 2 Why might it be difficult to decide whether a situation is bullying or conflict?
- 3 Why is it important to know the difference between normal conflict and bullying?
- 4 What can happen when you call something bullying and it is actually normal conflict?



## Extensions

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→ Create an Anti-Bullying Pledge for your classroom or school. The *4 Types of Bullying Quick Revision*, found on YouTube at [www.youtube.com/watch?v=A882hGaX4Qc](https://www.youtube.com/watch?v=A882hGaX4Qc) (7:26 min), is a helpful video to review what has been learned thus far about bullying. It reviews the definition of bullying and the different types of bullying. It also introduces the idea of the roles people play in bullying situations, which will be discussed in lesson three. The three components this video identifies to include in an Anti-Bullying Pledge are:

- ▶ I agree to not bully other students.
- ▶ I will help students who are bullied by speaking out and getting adult help.
- ▶ I will include students who are left out.

You can ask students if there are other anti-bullying agreements they would like to add to the pledge. Once the pledge is designed and created, have each student sign their name and prominently display the pledge. It should be referenced regularly as a reminder of classroom expectations.

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→ Have students share what they learned about the difference between normal conflict and bullying and conduct an informal interview using the following questions with an adult in their home.



① Were you ever bullied as a child and, if so, what happened? How did the situation make you feel? Is there anything you wish you could change about how you handled the situation?

② Have you ever been bullied as an adult? How did you address the situation? How did you feel about the situation? Is there anything you wish you could change about how you handled the situation?

→ Students can journal the interview with their family member.

# HANDOUT

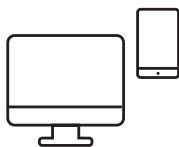
## BULLYING OVERVIEW

### 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.



### CYBERBULLYING

When people use phones, computers or tablets to be mean to a person.



### PHYSICAL BULLYING

Shoving, hitting, punching, fighting, tripping, kicking, throwing something, bumping into someone, knocking books down, physical intimidation or stealing on purpose.



### RELATIONAL BULLYING

Telling secrets, whispering, spreading rumors and gossip, giving the silent treatment, rolling eyes, leaving a person out or ignoring someone.



### BIAS-BASED BULLYING

Being mean on purpose about something someone cannot change about themselves. For example, skin color, eye shape, religion, age, the country they are from, if they are a boy or a girl or how smart they are.

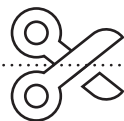


# HANDOUT

BULLYING AND CONFLICT TEMPLATE

# CONFLICT

# BULLYING





GRADE LEVEL  
MIDDLE SCHOOL

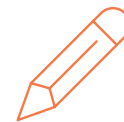


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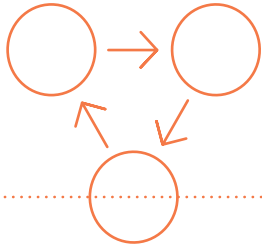
OBJECTIVE

Students will be able to define bullying in its different forms and recognize the difference between normal conflict and bullying.



MATERIALS

- A whiteboard
- A copy of the *True/False Quiz* handout for each student
- Pre-charted bullying and conflict definitions
- *Normal Conflict vs. Bullying* poster
- A copy of the *Bullying Overview* handout for each student
- Four pieces of chart paper hung in each corner of the room, with the headings:
  - Cyberbullying
  - Physical Bullying
  - Relational Bullying
  - Bias-Based Bullying
- Markers



## Procedures

### PART I

- 1 On a whiteboard write, “What is bullying?” Ask a few students to give you some thoughts on what determines when a situation is bullying.
- 2 Explain to students they will take a short true/false quiz on bullying. Distribute the *True/False Quiz* handout to each student and allow enough time to complete.
- 3 Review the answers with students and correct any misconceptions.
- 4 Show students the following pre-charted definition for 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.

- 5 Post the pre-charted definition of conflict next to the definition of bullying.

*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.

- 6 Ask students to provide examples of how a conflict is different from bullying. Introduce and review the *Normal Conflict vs. Bullying* poster with students.
- 7 Use the following questions to lead a large group discussion. Simplify the ideas for your students and answer any questions they might have.

### PART I: DISCUSSION QUESTIONS

- 1 Were you surprised by any of the answers to questions on the quiz? Why?
- 2 Why is it important to understand the difference between normal conflict and bullying?
- 3 Will knowing the facts and research behind bullying help you make different decisions when you witness bullying? How? Why?

**True/False Quiz Answers**  
 1. False, 2. False, 3. False,  
 4. True, 5. False, 6. False,  
 7. True, 8. False, 9. False,  
 10. True, 11. True, 12. False,  
 13. True, 14. False, 15. True  
 (For more information on  
 these answers, see the  
*True/False Quiz Answer*  
*Key* handout.)

Ask students not to use real names to ensure confidentiality.

2

## PART II

- 1 Review the four types of bullying on the *Bullying Overview* handout with the students.
- 2 Divide the class into four groups and send them to the corners with the charts that are labeled with each of the four types of bullying: cyberbullying, physical bullying, relational bullying and bias-based bullying.
- 3 Ask students in their small groups to:
  - ▶ Identify and chart examples of situations they have experienced or witnessed with their specific type of bullying.
  - ▶ Choose three examples to report to the large group.
- 4 When small groups have completed their work, have them gather again as a large group. Ask each small group to share their three examples with the whole group.
- 5 Lead a large group discussion using the following questions.

Review the definition of active listening with students, reminding them to practice these skills. Active listening is listening with concentration for information. Active listeners face the speaker when the speaker is talking, focus on the words of the speaker, stay quiet, stand or sit still and maintain eye contact with the speaker.

## PART II: DISCUSSION QUESTIONS

- 1 How were some situations handled or resolved?
- 2 In some of the examples people gave, was more than one type of bullying present? Explain why.
- 3 What is the benefit of understanding the four different types of bullying?
- 4 When discussing your group's type of bullying, did any thoughts or feelings come up for you?



## Extensions

- Show the video *Teen Talk on Cyberbullying* to the students, found at [www.pacerteensagainstabullying.org/experiencing-bullying/cyber-bullying/#video](http://www.pacerteensagainstabullying.org/experiencing-bullying/cyber-bullying/#video) (5:14 min). Lead a discussion about some of the topics the video and the students raised.
  - ▶ How does what happens online impact what happens in school?
  - ▶ What do you think of Devon's idea to "think before you post?"  
How easy is this to do?
  - ▶ Giselle talked about how social media is used in both good and bad ways. What are some advantages and disadvantages of social media?
  - ▶ What do you think about Aniza's idea about how to help by either eating lunch with someone or writing a nice note and putting it in someone's locker? Do you think that in order to help, someone always has to intervene immediately when the bullying is happening?
- Have students research the topic of cyberbullying and create their own myths and facts quiz on cyberbullying. Review the quizzes to ensure the information is accurate and correct any inaccuracies. Have the students quiz their family members to test their knowledge on cyberbullying and correct any misperceptions their families might have.




### FAMILY CONNECTION



# HANDOUT

## TRUE/FALSE QUIZ

- 1 Bullying is the same thing as fighting. \_\_\_\_\_
  - 2 Bullying is a normal part of growing up. \_\_\_\_\_
  - 3 Being mean one time is the same thing as bullying. \_\_\_\_\_
  - 4 People who bully try to hurt feelings on purpose. \_\_\_\_\_
  - 5 When there is bullying, everyone gets equally upset. \_\_\_\_\_
  - 6 Most people who bully are targets of bullying themselves. \_\_\_\_\_
  - 7 People who bully have more power than those they target. \_\_\_\_\_
  - 8 People who bully usually go away if you ignore them. \_\_\_\_\_
  - 9 The person doing the bullying feels badly afterwards. \_\_\_\_\_
  - 10 Adults can bully. \_\_\_\_\_
  - 11 Social exclusion is a form of bullying. \_\_\_\_\_
  - 12 People who bully are insecure and have low self-esteem. \_\_\_\_\_
  - 13 In general, boys and girls do not bully in the same way. \_\_\_\_\_
  - 14 It is pointless to tell an adult if you are being bullied. \_\_\_\_\_
  - 15 Schools can do something to reduce bullying. \_\_\_\_\_
- 



# HANDOUT

## TRUE/FALSE QUIZ ANSWER KEY

**1 Bullying is the same thing as fighting.  
(FALSE)**

Bullying is a unique form of aggression that requires a power differential, intent to harm and a pattern of repetition. This is different from fighting, which can be between equals and a one-time occurrence.<sup>3</sup>

**2 Bullying is a normal part of growing up.  
(FALSE)**

While this phrase was a common saying, normalizing bullying as a rite of passage underestimates the potential hurt that can happen emotionally, physically and psychologically to targets of bullying, which can make them more vulnerable rather than more resilient.<sup>4</sup>

**3 Being mean one time is the same thing as bullying.  
(FALSE)**

Most research on bullying has repetition or the potential for repetition as a crucial component of its definition.<sup>5</sup>

**4 People who bully try to hurt feelings on purpose.  
(TRUE)**

Research indicates that those who bully do so intentionally through negative or aggressive acts.<sup>6</sup>

**5 When there is bullying, everyone gets equally upset.  
(FALSE)**

Bullying often results in emotional distress, and/or physical injury. Those who are bullied are at risk for “depression, anxiety, sleep difficulties, and poor school adjustment.”<sup>7</sup>

**6 Most people who bully are targets of bullying themselves.  
(FALSE)**

The majority of those who bully are not targets of bullying. According to a study in *School Psychology Quarterly*, about 30 percent of all aggressors are considered “bully/victims”.<sup>8</sup>

**7 People who bully have more power than those they target.  
(TRUE)**

Incidents of bullying have a real or perceived power imbalance.<sup>9</sup>

<sup>3</sup> Kristin E. Bieber, “Do Students Understand What Researchers Mean by Bullying?” (doctoral dissertation, The Graduate College at the University of Nebraska, 2013).

<sup>4</sup> Sandra Graham, “What Educators Need to Know about Bullying Behaviors,” *Phi Delta Kappan* 92, no. 1 (2010), doi: 10.1177/003172171009200112.

<sup>5</sup> “Understanding Bullying Factsheet 2016,” accessed September 29, 2017, [www.cdc.gov/violenceprevention/pdf/bullying\\_factsheet.pdf](http://www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf).

<sup>6</sup> Daniel Olweus, “Understanding and researching bullying: Some critical issues,” in *Handbook of bullying in schools: An international perspective* (New York, NY: Routledge, 2012).

<sup>7</sup> “Understanding Bullying Factsheet 2016.”

<sup>8</sup> Clayton R. Cook et al., “Predictors of Bullying and Victimization in Childhood and Adolescence: A Meta-analytic Investigation,” *School Psychology Quarterly* 25, no. 2 (2010), doi:10.1037/a0020149.supp.

<sup>9</sup> “Understanding Bullying Factsheet 2016.”

# HANDOUT

## TRUE/FALSE QUIZ ANSWER KEY (continued)

- 8 People who bully usually go away if you ignore them.  
(FALSE)**

Research shows that bullying requires intervention in order to reduce harm to those who are targeted. If you are targeted, keeping it to yourself exacerbates emotional stress.<sup>10</sup>

- 9 The person doing the bullying feels badly afterwards.  
(FALSE)**

New research shows that while those who bully might cognitively understand how those they target feel, they lack “affective empathy”—the ability to feel the emotions of others as their own.<sup>11</sup>

- 10 Adults can bully.  
(TRUE)**

Adults bully other adults as well as young people. In fact, there are extensive articles written about workplace bullying.<sup>12</sup>

- 11 Social exclusion is a form of bullying.  
(TRUE)**

Social exclusion is often a manifestation of relational bullying and can make those who are targeted feel incredibly isolated.<sup>13</sup>

- 12 People who bully are insecure and have low self-esteem.  
(FALSE)**

Studies show that those who bully often have above average self-esteem and are often considered popular.<sup>14</sup>

- 13 In general, males and females do not bully in the same way.  
(TRUE)**

Boys tend to physically bully, whereas girls tend to use relational bullying indirectly through their peer group.<sup>15</sup>

- 14 It is pointless to tell an adult if you are being bullied.  
(FALSE)**

Effective adult prevention and intervention is the key to stopping bullying.

- 15 Schools can do something to reduce bullying.  
(TRUE)**

Research has shown that school-based bullying programs can reduce bullying up to 25 percent.

<sup>10</sup> 7 Things You Shouldn't Do If You are Being Bullied. (n.d.). Retrieved August 11, 2017, from [www.ditchthelabel.org/](http://www.ditchthelabel.org/).

<sup>11</sup> Panayiotis Stavrinides, Stelios Georgiou, and Vaso Theofanous, "Bullying and Empathy: a Short-term Longitudinal Investigation," *Educational Psychology* 30, no. 7 (2010), doi:10.1080/01443410.2010.506004.

<sup>12</sup> Peter Randall, *Bullying in Adulthood: Assessing the Bullies and Their Victims* (East Sussex, UK: Psychology Press, 2001).

<sup>13</sup> Stephen S. Leff, Tracy Evian Waasdorp, and Nicki R. Crick, "A Review of Existing Relational Aggression Programs: Strengths, Limitations, and Future Directions," *School Psychology Review* 39, no. 4 (2010).

<sup>14</sup> Graham, "What Educators Need to Know."

<sup>15</sup> Dr. Tanya Beran. "Bullying: What are the Differences between Boys and Girls and How Can You Help." *Education.com*. January 24, 2012. Accessed September 29, 2017. [www.education.com/reference/article/Ref\\_Bullying\\_Differences\\_17898/](http://www.education.com/reference/article/Ref_Bullying_Differences_17898/).

<sup>16</sup> Charles E. Notar and Sharon Padgett, "Adults Role in Bullying," *Universal Journal of Educational Research* 1, no. 4 (2013).

<sup>17</sup> Student Bullying: Overview of Research, Federal Initiatives, and Legal Issues, by Gail McCallion and Jody Feder, Cong.

# 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>18</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>18</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).

GRADE LEVEL  
HIGH SCHOOL

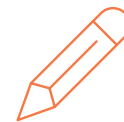


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OBJECTIVE

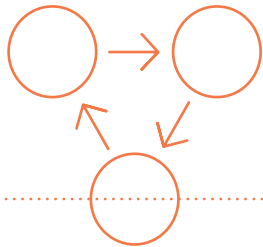
Students will be able to define bullying in its different forms and recognize the difference between normal conflict and bullying.



MATERIALS

- A whiteboard
- Pre-charted bullying and conflict definitions
- *Normal Conflict vs. Bullying* poster
- "Conflict" and "Bullying" signs hung on either side of the room
- A copy of the *Bullying Overview* handout for each student
- A copy of the *Bullying Scenarios* handout for each group

The use of personal and relevant scenarios for your students is encouraged; however, be mindful to not use names of actual students in your school.



## Procedures

### PART I

- 1 On a whiteboard write, “What is bullying?” Ask students to give their thoughts on what makes a situation bullying. Write down their brainstormed responses.
- 2 Show students the following pre-charted definition for 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.
- 3 Post the pre-charted definition of conflict next to the definition of bullying.
 

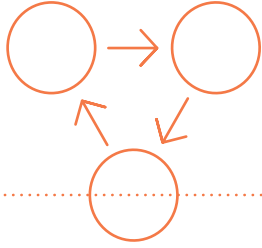
*Conflict* is a **misunderstanding** or **disagreement** that causes an emotional reaction between **two or more** connected people who **need or want** something from one another.
- 4 Ask the students to give examples of how conflict is different from bullying. Introduce and review the *Normal Conflict vs. Bullying* poster with the students.
- 5 Explain that you will be reading scenarios and asking them to determine whether the situation is normal conflict or bullying by standing by the “Conflict” and “Bullying” signs you have hung on either side of the room. After students make their determination, they should be ready to explain why the scenario is normal conflict or bullying.
- 6 After each scenario is read, take time to elicit responses from students standing on both sides of the room.
  - a. Raj is in 10th grade and is the only Sikh student in his school. Since last year, a group of 11th graders have teased him about his turban. Recently, their comments have escalated and, mistaking him for Muslim, they shout, “Go back to Afghanistan,” when they pass him in the hall. (Bullying)
  - b. Jasmine and Matt sit behind Ginny in math class. Every day, Ginny can hear them snickering and making comments about her weight. Today, she got a text from an unknown number with a link to a weight-loss camp. (Bullying)
  - c. Kristy and Isabel both like Mateo. Mateo has not dated either of them but likes to flirt with both girls. Kristy and Isabel have been posting rude comments about each other on Instagram, but neither will block the other. The situation has become a game of “one upping” each other with their hurtful comments. (Conflict)

- 
- d. David and Aran are on the same basketball team. They are losing against a rival team and David keeps telling Aran that he is clear and should pass the ball. Instead, Aran passes the ball to Max, who misses the shot. David gets upset and yells at Aran. David and Aran start shoving one another. (Conflict)
- e. Jerome and Peter are friends. One day they decide it would be fun to create a fake Twitter account for another student, Gabe, and follow other students in their grade. They tweet Photoshopped pictures of Gabe and post mean comments. (Bullying)
- f. Alicia and Julie have been best friends since the eighth grade. Throughout the years, they have gotten into fights but they always make up. Recently, they got into a fight about earrings that Julie borrowed from Alicia without asking. Alicia is now giving Julie the silent treatment and has not spoken to her for a week. (Conflict)

- 7 Ask students to return to their seats and use the following questions for a large group discussion.

### PART I: DISCUSSION QUESTIONS

- 1 What information helped you decide whether a situation was a conflict or bullying? Was it easy or difficult to decide? Why?
- 2 When you are unsure of whether a situation is bullying or not, what can you do to help figure it out?



## Procedures (continued)

### PART II

- 1 Review the four types of bullying on the *Bullying Overview* handout with the students.
- 2 Split the class into four groups.
- 3 Assign each group a scenario from the *Bullying Scenarios* handout.
- 4 Ask students in their small groups to identify:
  - ① Which of the four types of bullying are represented in the scenario (there is more than one per scenario)?
  - ② How do you think the person being bullied (target) might be feeling?
  - ③ How might someone intervene in this scenario?
- 5 When small groups have completed their work, have students gather again as a large group. Ask each small group to report their findings back to the larger group.
- 6 Lead a large group discussion using the following questions.

### PART II: DISCUSSION QUESTIONS

- 1 How do the four different types of bullying overlap or intersect?
- 2 What is the benefit of understanding the four different types of bullying?
- 3 Do you think that cyberbullying is a type of bullying or a location/place where bullying happens? Why?
- 4 What is the impact if no one intervenes?
- 5 In the scenario you discussed, what are the factors you would need to consider if you decide to intervene?

#### Answer Key:

##### SCENARIO ONE

Relational and cyberbullying

##### SCENARIO TWO

Cyberbullying, relational and bias-based

##### SCENARIO THREE

Bias-based and physical

##### SCENARIO FOUR

Bias-based and relational

## Extensions



- Share the facts, statistics, videos and activities on the MTV website, *A Thin Line* ([www.athinline.org](http://www.athinline.org)), with your students. The site focuses on many issues including: sexting, constant messaging, spying, digital disrespect and cruelty. It also offers information on how to proactively prevent and respond to cyberbullying.
- Educate parents about the pervasiveness of cyberbullying. According to research from The Cyberbullying Research Center, about 21% of teens have been cyberbullied and about 13% admitted to cyberbullying others at some point in their lifetime. (For more facts and statistics, go to [www.cyberbullying.org](http://www.cyberbullying.org).)<sup>19</sup> Provide the following link to parents from *Frontline: Digital Parenting*, which provides information on how to talk with their teens about using the internet responsibly. [www.pbs.org/wgbh/pages/frontline/digitalnation/resources/parents/#b2ans](http://www.pbs.org/wgbh/pages/frontline/digitalnation/resources/parents/#b2ans)
- Have students brainstorm movies they have seen that depict bullying. Some movies might include *Napoleon Dynamite*, *ParaNorman*, *A Christmas Story* or *Wreck-It Ralph*. Lead a discussion in the class using some or all of the following discussion questions:
  - ① How closely does the movie resemble real life?
  - ① What types of bullying do you see in the movie?
  - ① How do the characters address bullying in the movie? Are the ways they handled the situations realistic?
  - ① What could have been done differently by peers in the movie? By adults? If things had been done differently, how would the outcomes have changed?



FAMILY CONNECTION

<sup>19</sup> "Home," Cyberbullying Research Center, accessed October 13, 2017, [www.cyberbullying.org/facts](http://www.cyberbullying.org/facts).



# 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

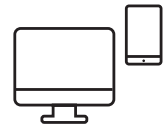
*Conflict* is a **misunderstanding** or **disagreement** that causes an emotional reaction between **two or more** connected people who **need or want** something from one another.

### 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).





LESSON 3

Recognizing

the Roles

People Play

# about this lesson

Lesson three offers an opportunity for students to analyze the different roles in a bullying situation. Often, when people examine bullying incidents, the focus of the experience is on the bully (the aggressor) and the victim (the target). However, there is also a benefit to examining all roles people play in a bullying incident and understanding each unique perspective. Analyzing situations from different perspectives can help students develop a greater sense of empathy.

According to Harvard's *Making Caring Common Project*, schools had fewer experiences of bullying when their students reported having higher levels of empathy.<sup>21</sup> When students experience empathy in a bullying situation, they are more likely to become an upstander. There are many ways educators can instill or increase empathy in students. Reading books and focusing on the subjects' feelings and presenting scenarios in group discussions will promote conversations on what it means to have empathy.

Along with empathy, the careful use of wording with students, staff and educators is essential. Roles in bullying are not permanent and labeling an aggressor a bully can become a self-fulfilling prophecy for that child. Conversely, labeling a target as a victim can leave that child feeling helpless. Creating accurate language in school can help alleviate these issues from the beginning.

The activities in this lesson will help educators create the language and knowledge necessary for everyone in a school setting to be empathetic, on the same page and compelled to respond as an upstander.

<sup>21</sup> "Making Caring Common," Making Caring Common, accessed October 13, 2017, [mcc.gse.harvard.edu/](http://mcc.gse.harvard.edu/).

GRADE LEVEL  
ELEMENTARY SCHOOL



3



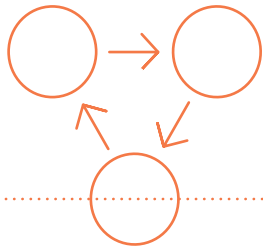
OBJECTIVE

Students will be able to recognize the different roles people play in a bullying situation and gain empathy for all roles.



MATERIALS

- The book *Say Something*, by Peggy Moss
- Copies of the *Bullying Scene Skit* handout for actors



## Procedures

### PART I

- 1 Introduce and/or review the four roles people play when they are in a bullying situation with the entire class. Have these roles and definitions written and displayed for all students to see on a whiteboard or on chart paper:

**Aggressor**

The person doing the bullying behaviors

**Target**

The person who is receiving the bullying behaviors

**Bystander**

The person who sees the bullying situation and does nothing

**Upstander**

The person who helps the target in some way



The Olweus Bullying Prevention Program offers a more detailed look into the roles people play through a model they call *The Bullying Circle*. The *Bullying Circle* focuses more acutely on the different types of aggressors, bystanders and upstanders in a bullying situation. For more information, go to [www.violencepreventionworks.org/public/bullying\\_effects.page](http://www.violencepreventionworks.org/public/bullying_effects.page).

The book *Say Something* is about a girl who notices bullying situations in her school but does not step up as an upstander until she feels what it is like to be picked on.

- 2 Read the book *Say Something*, by Peggy Moss, to the students. Follow up with the following discussion questions:
  - ① Who are the targets you remember in the book? What are some of their experiences and how do you think the experiences made them feel?
  - ① Are the aggressors in this book always aggressors? Could they ever play different roles?
  - ① How did the girl change roles throughout the story? What are some feelings the girl had along the way that made her change roles?
  - ① People play all of these roles at some point in their lives. Can you think of a time when you have played each of these roles? What did it feel like to play each role?

2 Aggressor	1 Target
<del>5</del> 2 Bystander	<del>0</del> 3 Upstander

## PART II

- 1 Select nine student volunteers who will act in a skit. Assign parts and give the student actors the *Bullying Scene Skit* handout, allowing them time to practice.
- 2 Explain to students that the volunteers will act out a skit about bullying while the rest of the class is the audience. Explain that the role of the audience will be to observe what is happening in the skit as well as identify the roles each volunteer played.
- 3 Have the volunteers perform the skit. Once they have completed the skit, have them freeze. Have the volunteers remain in front of the class.
- 4 Ask students to identify which volunteer(s) played each of the four roles in the skit.
- 5 Ask the class to identify the number of people there were for each role in this skit. Write these numbers next to each of the roles on the whiteboard or paper that was charted in Part I. (There should be two aggressors, one target, five bystanders and zero upstanders). Then ask students:
  - ⑦ Which roles do we pay attention to the most in a bullying incident? (usually the target and the aggressor)
  - ⑦ Which role has the most number of people? (the bystanders)
- 6 Refocus the students' attention to the actors on the stage. Ask the target (Jason) what he was feeling when Steven and Colin (the aggressors) were bullying him.
- 7 Ask, "What will happen if some of the bystanders become upstanders?"
- 8 Ask three of the bystanders to stand behind the target (Jason).
- 9 Cross out the number of bystanders on the chart paper to reflect the remaining number of bystanders and upstanders. (There should be two aggressors, one target, two bystanders and three upstanders.) Point out that the upstanders are now the largest group.
- 10 Ask the target (Jason), how he feels now that he has three upstanders behind him.
- 11 Lead a large group discussion using the following questions.



## Discussion Questions

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- 1 What were some emotions Jason was feeling when the bullying was happening? What do you think Maria was feeling?
- 2 Did you notice anything change regarding how some of the characters carried themselves/stood once we moved some of the bystanders and turned them into upstanders? Why might Jason or some of the bystanders have more confidence now? How are Colin and Steven feeling now?
- 3 In general, why do you think bystanders do not help the target during a bullying incident? What are some of the thoughts and feelings they may experience that keep them from helping the target?
- 4 Does a person get to choose which role they play in a bullying situation? Why or why not?
- 5 What are some actions bystanders could take to become upstanders?



## Extensions

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- Create a list of actions upstanders can take and display them in the classroom. This is a preliminary list. Students will have the opportunity to explore more in-depth approaches on becoming upstanders in lesson four.
- Create a writing or discussion prompt for students to use at home with their families. The prompt should center around students and parents discussing situations when they have played each of the four roles and include a question such as, “Recall a time when you were one of the four roles. How did you feel and what did you do to improve the situation?”



**FAMILY CONNECTION**

The bystander effect is a social phenomenon in which individuals are less likely to intervene in a bullying situation because they assume someone else will be the upstander.

- Teach the class about the concept of the bystander effect and how it connects to the number of people who act as bystanders in a bullying situation.
- To further help targets develop skills and strategies to deal with bullying situations, read either *Simon's Hook* by Karen Gedig Burnett or *Stand Tall, Molly Lou Melon* by Patty Lovell to the students. Lead an open discussion asking the following questions:
  - ① What strategies did Molly Lou Melon's grandmother teach her to avoid being a target?
  - ① What strategies did Grandma Rose teach Simon to avoid being a target? Which of these strategies do you think you could use if you are ever a target?
  - ① Why might it be difficult to use the strategies that either Molly Lou Melon's grandmother or Grandma Rose taught their grandchildren? Why is it hard for a target to stand up for him or herself?

*Simon's Hook* by Karen Gedig Burnett is the story of a boy who gets teased for a bad haircut. His grandmother uses a fishing analogy and teaches him to "not bite." Some of the strategies she suggests include: don't react, change the subject or make a joke. He uses the strategies and avoids being a target.

*Stand Tall, Molly Lou Melon* by Patty Lovell is the story of a girl who has physical challenges like buck teeth and being short. Her grandmother teaches her to be proud of herself so when she moves to a new school and children tease her, she has self-confidence to avoid being a target.



# HANDOUT

## BULLYING SCENE SKIT

### ACTING ROLES NEEDED

- Narrator
- Maria
- Jason
- Steven
- Colin
- Four bystanders

**Narrator:**

Jason is in the third grade and new to school. At recess he is talking to his friend Maria when two fourth graders, Steven and Colin, approach him. These fourth graders have messed with him before. A week ago, they bumped into Jason and pretended it was an accident while laughing at him. Yesterday, they made fun of Jason and kept calling him “newbie.” Today, they decided it would be fun to mess with him again.

**Maria:**

“Hey, cool Pokemon cards. I tried to buy them the other day, but they were sold out!”

**Jason:**

“Thanks! I saved up my allowance for them and finally got them.”

**Steven:**

“Hey kid, what you got there?”

**Jason:**

“Nothing.”

**Colin:**

“They don’t look like nothing. I think you should give those to us.”

**Maria (whispering to Jason):**

“Maybe you should just give them to him. Do you really want them to mess with you?”

**Jason (quietly to Maria):**

“I don’t want to. It took me a long time to get these.”

Colin grabs the Pokemon cards from Jason and laughs with Steven.

A few third graders from Jason’s class watch while this is happening, looking worriedly, not sure what to do.

**GRADE LEVEL**  
**MIDDLE SCHOOL**

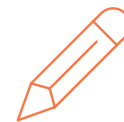


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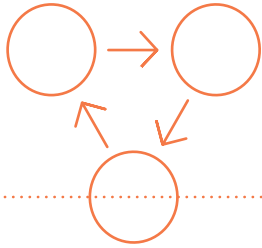
**OBJECTIVE**

**Students will be able to recognize the different roles people play in a bullying situation and gain empathy for all roles.**



**MATERIALS**

- Chart paper
- A copy of the *Empathy for All* handout for each student



## Procedures

### PART I

- 1 Introduce and/or review the four roles people play when they are in a bullying situation with the entire class:

**Aggressor**

The person doing the bullying behaviors

**Target**

The person who is receiving the bullying behaviors

**Bystander**

The person who sees the bullying situation and does nothing

**Upstander**

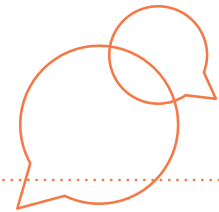
The person who helps the target in some way



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- 2 Explain the many feelings experienced when a bullying situation occurs. These feelings can be interchangeable among the roles. For example, sadness can be felt by both the target and a bystander when an incident takes place.
- 3 Form small groups of three or four students. Explain that each group will be given the *Empathy for All* handout. They are to determine, as a group, who experienced each feeling when a bullying situation occurred. Allow ten minutes to complete the worksheet.
- 4 Once the groups have completed the assignment, lead a large group discussion asking the questions below.

The majority of those who bully have not been targets of bullying. According to a study in *School Psychology Quarterly*, about 30% of all aggressors are considered "bully/victims."<sup>22</sup>



## Discussion Questions

- 1 What roles did you assign to the characteristics listed? (Choose a few of the characteristics to highlight.)
- 2 Is the aggressor ever considered weak?
- 3 Describe situations in your life when you have played each of the four roles. What were some of the feelings and thoughts you experienced in the different roles?
- 4 What is the significance of multiple roles experiencing the same emotions?
- 5 What are the benefits of understanding the thoughts and feelings people experience in each role?
- 6 Do people get to choose which role they play in a bullying situation? Why or why not?
- 7 What is the importance of perspective taking in bullying situations?
- 8 How can having empathy for the four roles help to decrease bullying behaviors?
- 9 How do you think it feels to be bullied? Do you think you can focus on learning in school if you are being picked on?
- 10 What do you think you can do if you see someone being teased or bullied?
- 11 When do you think you should tell an adult if you observe a bullying situation? When should you intervene and when should you seek help?

It is easier to gain perspective and assess a situation when we get out of our own experience and empathize with people in all the roles.

Discussion questions ten and eleven will be addressed directly in lessons four and five.



<sup>22</sup> Clayton R. Cook et al., "Predictors of Bullying and Victimization in Childhood and Adolescence: A Meta-analytic Investigation," *School Psychology Quarterly* 25, no. 2 (2010), doi:10.1037/a0020149.supp.



## Extensions

*Wonder*, by R.J. Palacio, is the story of a boy with a facial difference who enters a new middle school and his peers avoid and even shun him.

- Have the students read the book *Wonder*, by R. J. Palacio. Have them identify different bullying situations throughout the book and label the characters with the roles they played in the situations. Then, have them assign the emotions to each character.
- Using the book *Wonder*, have the students write an essay on one of the following topics:
  - ▶ How might Auggie have felt on his first day of school? What do you think it felt like for students to see and meet Auggie for the first time? Did they share similar emotions?
  - ▶ Choose a quote from the book that is meaningful to you and explain your reason for choosing that quote.
  - ▶ The theme of courage appears often in *Wonder*. Describe a time when you were scared and able to be courageous. What happened? How did it feel? Were you successful?
  - ▶ How did other students act as upstanders for Auggie? Describe a time when you were an upstander for someone, or describe a time when a person showed courage and stood up for you when someone was being unkind. How did you feel?
  - ▶ Think about your first day at school or when you were in a new situation where you did not know anyone. Describe the situation and the many feelings you experienced. Who or what helped you overcome the feelings you experienced?
  - ▶ Describe a time when someone included you when you felt alone. Compare how you felt before being included to how you felt once you were included?
- Have the students watch the movie *Wonder* with their families or provide a showing of the movie *Wonder* for your students and their families at school. Afterwards, instruct the families to discuss the following questions:
  - ① Describe a difficult time when you felt like any member of Auggie's family. How did you feel and what did you do to improve the situation?
  - ① What skills did Auggie and his family use to achieve their goal of Auggie having a positive educational experience?



### FAMILY CONNECTION



# HANDOUT

## EMPATHY FOR ALL

### AGGRESSOR

The person doing the bullying behaviors

### TARGET

The person who is receiving the bullying behaviors

### BYSTANDER

The person who observes the bullying situation and does not get involved or seek help

### UPSTANDER

The person who helps the target

### DIRECTIONS

When a bullying situation occurs, there are many thoughts and feelings people in all roles may experience. After each thought or feeling listed below, indicate which role(s) may be affected by it on the line next to the word. You may have more than one role listed for each thought or feeling.

Example: Embarrassment target, bystander

- |                          |                      |
|--------------------------|----------------------|
| 1. Anxious _____         | 11. Hopeful _____    |
| 2. Powerful _____        | 12. Shocked _____    |
| 3. Weak _____            | 13. Proud _____      |
| 4. Sad _____             | 14. Satisfied _____  |
| 5. Angry _____           | 15. Confident _____  |
| 6. Helpless _____        | 16. Worried _____    |
| 7. Lonely _____          | 17. Stressed _____   |
| 8. Confused _____        | 18. Helpful _____    |
| 9. Tense _____           | 19. Relief _____     |
| 10. Self-conscious _____ | 20. Frustrated _____ |

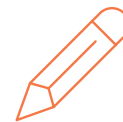


**GRADE LEVEL**  
**HIGH SCHOOL**



**OBJECTIVE**

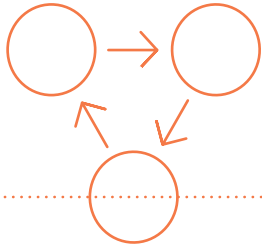
**Students will be able to recognize the different roles people play in a bullying situation and gain empathy for all roles.**



**MATERIALS**

→ A sign posted in each of the four corners of the room with one of the roles on each sign:

- Aggressor
- Target
- Bystander
- Upstander



## Procedures

### PART I

- 1 Introduce or review the four roles that people play when they are in a bullying situation:

**Aggressor**

The person doing the bullying behaviors

**Target**

The person who is receiving the bullying behaviors

**Bystander**

The person who observes the bullying situation and does not get involved or seek help

**Upstander**

The person who helps the target



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- 2 Separate the class into four groups. Assign each group one of the four roles and have them move to where that sign is posted.
- 3 Explain to the students that a question will be read and each group must answer the same question from the perspective of the role their group is currently assigned. They should also decide who will be the reporter to report their conversation back to the large group.
- 4 Read the first question and allow five minutes for the groups to discuss their response.
- 5 Have each small group report to the class the perspective of their assigned role.
- 6 After each group has shared their perspective, have them move to the next sign with a new role. (The group that was in the corner taking the perspective of the aggressor now moves to a different corner taking the role of the bystander, etc.)
- 7 Read the next question and repeat procedures four, five and six.

It is possible that there will not be enough time in a class period for each group to experience the perspective of each role. Allow enough time for the discussion questions in order to debrief the activity. As long as the students experience at least two roles, they will benefit from the activity.



### QUESTIONS FOR GROUPS

- ① What are the social pressures of being in this role?
  - ② What are some challenges if you break out of your role?
  - ③ What are the positive and negative consequences of being in this role?
  - ④ When you are in this role, what can someone do to support you in ending the bullying situation?
- 2 Lead a large group discussion using the following discussion questions.

## Discussion Questions

- 1 What did you notice when the small groups reported back? Were you surprised by anything?
- 2 Were there similarities that stood out? Were there differences?
- 3 Is there a role that you see yourself playing most often? Why?
- 4 In your school, is there a role that the majority of students play? Why do you think this is the case?
- 5 What is the value in seeing the perspective of each of the roles?
- 6 How can having empathy for the different roles help to decrease bullying behaviors? How might this help you when trying to be an upstander?



## Extensions

*Dear Bully: 70 Authors Tell Their Stories* is a collection of true stories and poems from teens and young people where they share their experiences as aggressors, targets, bystanders and upstanders.

→ Have students read the book *Dear Bully: 70 Authors Tell Their Stories*. Ask students to find a narrative in the book they identify with where the author played the role of either target, bystander, aggressor or upstander. Then ask students to write a journal entry as to why they identified with the person in the narrative. Utilize any of the following prompts:

- ① What role was the person playing in the story?
- ① What made you identify with the author?
- ① What thoughts and feelings stood out?
- ① How can you apply what you learned from the author if you were to go through a similar situation again?

→ Show the students the video *Under the Surface—Empathy Film* on YouTube ([www.youtube.com/watch?v=AZ-pU7ozt3g](http://www.youtube.com/watch?v=AZ-pU7ozt3g)) (3:55 min). Lead a discussion about the video using the following questions:

- ① What are some benefits to getting to know people “under the surface?”
- ① Do you think that people are born with empathy or is it learned?
- ① How could creating more empathy in our school help people?



### FAMILY CONNECTION

→ Explain to the students that although they may not hear about adult bullying, it does exist. Adults tend to bully verbally. While physical bullying is more rare for adults, it does happen. Sometimes, adult bullying happens at work, and this is commonly referred to as workplace bullying. Instruct students to share this information with their family members. The students should have a conversation with their families asking them if they have witnessed the four roles (target, aggressor, bystander and upstander) in instances of adult bullying. Have the students share the conversations they had with their families in class. For more information on adult bullying, go to [www.bullyingstatistics.org/content/adult-bullying.html](http://www.bullyingstatistics.org/content/adult-bullying.html).



LESSON 4

Upstander

Strategies

# about this lesson

Lesson four explores the different ways students can be upstanders. In *The Essential Guide to Bullying: Prevention and Intervention*, the authors assert that “we must recognize that many kids will be upstanders in many ways. The more options we give kids to meaningfully stand up to bullying, the more bullying behaviors will become unacceptable in that culture.”<sup>23</sup> Often when we think about a student being an upstander, what comes to mind is a brave lone youth who speaks out. While this is a powerful image, it undervalues all the ways young people can help during bullying situations.

The middle and high school lessons also explore a concept called the bystander effect. The bystander effect is a social psychological phenomenon that states that individuals are less likely to intervene when others are present because there is a diffusion of responsibility where each individual feels less accountable to do something. By teaching about the bystander effect, the hope is that students will understand the importance of taking action.

Additionally, the videos from [www.youtube.com/user/BystanderRevolution/featured](http://www.youtube.com/user/BystanderRevolution/featured) used in the middle and high school lessons mention the idea that being an upstander can “save a life.” This idea puts an enormous amount of pressure on upstanders and blame on aggressors. While current research indicates bullying and suicide-related behaviors are linked, the Centers for Disease Control states “that most youth who are involved in bullying do NOT engage in suicide-related behavior... [and] the idea that bullying is the single, direct cause of suicide is not helpful and is potentially harmful.” For more information on the relationship between bullying and suicide, we encourage you to read this publication by the CDC. [www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf](http://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf)

While upstanders are a critical part of bullying prevention, it is important to recognize that the primary responsibility lies with the adults in the school. Accordingly, young people need to learn when a situation requires adult assistance, an idea that will be explored in lesson five.

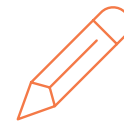
<sup>23</sup> Cindy Miller and Cynthia Lowen, *The Essential Guide to Bullying Prevention and Intervention: Protecting Children and Teens from Physical, Emotional, and Online Bullying* (New York: Alpha Books, 2012),197.

GRADE LEVEL  
ELEMENTARY SCHOOL



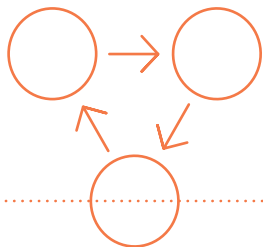
OBJECTIVE

Students will be able to recognize and employ upstander strategies.



MATERIALS

- A copy of the *Upstander Quiz* handout for each student
- A copy of the *Upstander Strategies* handout for each student
- A smart TV or laptop/projector with internet access



## Procedures

- 1 Show the students the video *Be an Upstander—Prevent Bullying*, which can be found on YouTube at [www.youtube.com/watch?v=eeqQCyQOCPg](https://www.youtube.com/watch?v=eeqQCyQOCPg) (4:00 min).



In the video the aggressor is called a bully. Have the students recall the language that was learned in lesson three. Ask them why we use the word aggressor instead of bully. This reinforces the idea that bullying is a behavior rather than a label.

- 2 Review the four strategies the video introduces about being an upstander. Provide students with the following examples of how to implement the strategies.

### BE A BUDDY

- ▶ Ask the target if they are okay.
- ▶ Ask the target to eat lunch with you so they are not alone.
- ▶ Write the target a note of appreciation.
- ▶ Listen to the target talk about their feelings.

### STOP AND REDIRECT (INTERRUPT AND CHANGE THE SUBJECT)

- ▶ Give the target a reason to walk away from the bullying situation.
- ▶ Invite the target to play a game with you when the bullying situation is happening.
- ▶ Turn an aggressor's put-down into a compliment or appreciation.

### SPEAK OUT

- ▶ Tell the aggressor what they are doing is not okay.
- ▶ Inform the aggressor that if they do not stop, you will report them.

There are no right or wrong answers to this quiz. Also keep in mind that not all students feel comfortable with all strategies. They should choose the response that feels most comfortable to them.

### TELL SOMEONE

- ▶ Report the behavior to an aide, teacher or other trusted adult.
  - ▶ Band together with friends, and as a group tell an adult in the school.
  - ▶ Tell a family member about the incident and ask for their help.
- 3 Introduce the *Upstander Quiz* to the students. Have them complete the quiz individually.
  - 4 When all students are finished with the quiz individually, have them gather into small groups to discuss their responses to the quiz using the following discussion questions:
    - ① Share your answers with each other. Why do you think some people have different answers?
    - ② Are some answers better than others?

For grades K–2, project the handout on the board. All handouts can be found online at [www.njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/school-climate-and-hib-law-formerly-known-as-teasing-bullying/](http://www.njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/school-climate-and-hib-law-formerly-known-as-teasing-bullying/). Complete the quiz together and encourage students to explain why they chose their responses. Be mindful that there are no right or wrong answers to the quiz.

- 5 When everyone has finished their small group discussions, lead a large group discussion using the questions below.



## Discussion Questions

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- 1 Are there some strategies that are easier to use than others? Why?
- 2 Does everyone have to use the same strategy when being an upstander? Why or why not?
- 3 What are some situations where a certain strategy might work better than another?
- 4 How does being an upstander help the target?
- 5 How does being an upstander benefit the upstander?
- 6 When might it be important to choose the Tell Someone strategy? Name all the people you could tell.



## Extensions

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- Create an upstander cape. Using an old T-shirt from home, have students cut off the arms and the front of the shirt. Leave the collar intact, which they can then put around their neck to make the back of the shirt look like a cape. Have them decorate the shirt with different upstander strategies they have learned.
- Either as a class or in small groups, create a poster with the four strategies that were discussed. Use specific ideas to implement each strategy on the poster. Display the poster prominently in the classroom (or throughout the school) as a reminder of the upstander strategies learned.

- Read the book *The Band-Aid Chicken*, by Becky Rangel Henton, aloud.  
Lead a discussion using the following questions:

- ① How did the Band-Aid Chicken feel when she first arrived at the farm? Think about a time when you went somewhere for the first time and you did not know anyone (school, camp, etc.). What did you feel? Were you excited like the Band-Aid Chicken or scared like the last chicken placed in the yard? Any other feelings?
- ② Which upstander strategy does the Band-Aid Chicken use to stand up to the other chickens in the yard?
- ③ When the Band-Aid Chicken gets pecked, what feelings does she experience? How might a target feel if they get bullied?
- ④ When the Band-Aid Chicken decides to be brave and not join in the pecking of the new chicken, how did the other chickens feel when they heard what the Band-Aid Chicken said? Why do you think they chose to follow the Band-Aid Chicken's upstander example?
- ⑤ Why do you think the other chickens were happy the pecking stopped?

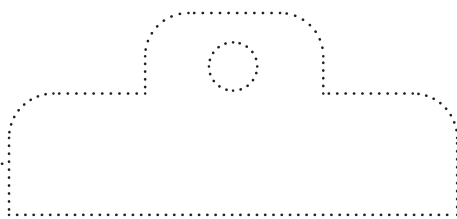
- Have the students bring a copy of the *Upstander Quiz* home to complete with a family member. The student and family member can use the following questions to discuss being an upstander:

- ① Discuss which upstander strategy is easiest for you. Why is this the easiest?
- ② Share with one another a time that you were an upstander *or* a time that someone was an upstander for you. How did it make you feel?

*The Band-Aid Chicken*, by Becky Rangel Henton, is the story of a new chicken who enters the yard and gets pecked so much by the other chickens that she needs Band-Aids. She stands up and decides she will not peck another new chicken who enters the yard because she knows what it felt like to be hurt.



FAMILY CONNECTION



# HANDOUT

## UPSTANDER QUIZ

### DIRECTIONS

Decide how you would respond to each scenario and circle a, b, c or d for your answer.

- 1 Ruby walks over to a group of girls in the lunchroom. She wants to join their table and eat with them. When she walks up, they immediately start whispering and laughing while glancing at her. You see this happen. What do you do?
  - a. After lunch, tell Ruby you saw what happened and ask her if she is okay.
  - b. Shout out to Ruby, "Hey Ruby, come sit with us."
  - c. Walk over to the table and tell the girls who are whispering that they are being mean.
  - d. Point out the situation to a lunch aide.
  
- 2 Cameron worked on his homework assignment with his moms and filled out his family tree. The next day in school, the class is sharing the project with one another. While Cameron is sharing his family tree, Beth laughs and whispers to her neighbor, "That's so weird that Cameron has two moms!" You saw that Cameron heard her comment. What can you do?
  - a. Write Cameron a note that says that you think it is cool that he has two moms.
  - b. After Cameron shares his tree, ask the teacher if there is an errand that you and Cameron can do to help.
  - c. Tell Beth that what she said is not nice.
  - d. Tell the teacher what you heard Beth say about Cameron's moms.
  
- 3 One day at recess, some friends are talking about a birthday party taking place over the weekend. You are invited to the party but you realize your friend Sakura is not. She is listening to the conversation and looks sad but you do not say anything. Then some of the girls realize Sakura can hear them talking about the party and start giggling with one another while looking at Sakura. What would you do?
  - a. When you get back to class, smile at Sakura and ask her to work on a project together.
  - b. Immediately go to Sakura and ask her to play with you on the swings.
  - c. Tell the girls who are giggling that what they are doing is not nice and Sakura can see and hear them.
  - d. After school tell the teacher what happened so he/she knows and it can be addressed.
  
- 4 Sophia, a girl in your class who you think is nice but you are not great friends with, is walking to gym with your class. In the hallway your class passes another class. John, a boy in the other class, yells out, "Sophia the giraffe!" and starts laughing. Sophia is very tall for her age and feels embarrassed when people point out her height. You can tell she is embarrassed and you can see some tears starting to form in her eyes. What do you do?
  - a. Put your hand on her shoulder and ask her if she is okay. Listen to her talk about her feelings and offer support.
  - b. Lock arms with Sophia and walk with her to the gym.
  - c. Yell back to John, "Giraffes are beautiful!"
  - d. When you get to gym class, tell the teacher what John yelled out in the hallway and that Sophia is upset.

# HANDOUT

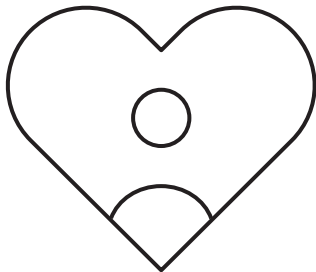
## UPSTANDER QUIZ (continued)

- 5 Edgar is a nice, popular boy who is overweight. One day at recess when he is playing basketball, he trips and falls on the court. One of his friends, Colin, calls out, “the elephant has landed.” Everyone starts laughing and Edgar laughs along too. What do you do?
- Later, back in class, tell Edgar you saw what happened and ask him if he is okay.
  - You immediately ask Edgar to come rest a minute with you on the sidelines.
  - You help Edgar up and tell Colin what he said was not funny. Colin replies, “I was just joking.” You repeat that it is not funny.
  - You tell an aide that Edgar fell and Colin was mean.
- 6 Camilla walked into the bathroom where you and your friend Mariana were talking by the sink. Mariana immediately leans in and whispers to you that Camilla always smells bad. Mariana instantly starts laughing and you feel like you should laugh too, but you can see Camilla looks hurt. What do you do?
- Later, back in class, write Camilla a note explaining that you felt nervous to say anything, but you want to see if she is okay.
  - You ignore Mariana and say to Camilla right then and there, “I was meaning to ask you what you are doing after school today.”
  - You tell Mariana that what she is doing is not nice and to stop or you will tell the teacher.
  - You do nothing immediately but you report it to the teacher when you get back to class.
- 7 Kiran is walking down the hallway to art and you are behind him in line. As your class approaches the art room, the previous class is leaving. A boy named Damon, who is leaving the art room, purposefully pushes Kiran as he passes and then turns to his friend and laughs and high-fives him. Kiran obviously feels bad. What do you do?
- Move forward in line to stand next to Kiran.
  - Ask Kiran if he wants to check out the new supplies on the teacher’s desk.
  - Tell Damon that pushing Kiran was not nice.
  - Tell the art teacher what happened the minute you walk in the room.
- 8 You are working on a group project in class and Nari, one of the girls in your group, is Korean. There is a conversation happening about presenting the project to the rest of the class and it is suggested that Nari be the narrator. Milo laughs and says, “How can Nari be the narrator, she can barely read with her slanty eyes.” What do you do?
- You look at Nari and smile at her knowingly as if to say, “That was not nice of Milo to say.”
  - You say to the group as if ignoring Milo’s comment, “I think Nari would be a perfect narrator. She always reads with so much expression.”
  - You look at Milo and tell him he is being mean and what he said is not okay.
  - After the assignment is completed, you tell the teacher what Milo said.
- 
- Once you have answered all the questions, tally your answers below. Whichever letter you answered the most, is the strategy you are most comfortable with from the *Upstander Strategies* handout. You may have more than one most comfortable strategy.
- (A) \_\_\_\_\_ (B) \_\_\_\_\_  
 (C) \_\_\_\_\_ (D) \_\_\_\_\_

# HANDOUT

## UPSTANDER STRATEGIES

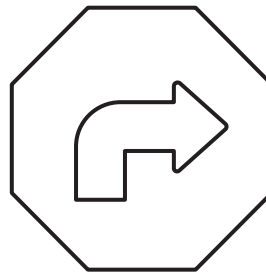
A



### BE A BUDDY

This strategy is about being the best friend you can be. You like to make sure that people in need feel supported and you do things like ask the target if they are okay, listen to the target talk about their feelings or write the target notes of appreciation.

B

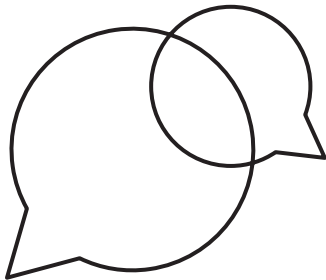


### STOP AND REDIRECT

**(Interrupt and change the subject)**

You feel comfortable interrupting the bullying behavior right when it is happening. You know that offering an opposite opinion to the bullying or giving the target a reason to walk away from the situation is a great way to be an upstander. It is different from speaking out because you do not directly confront the aggressor.

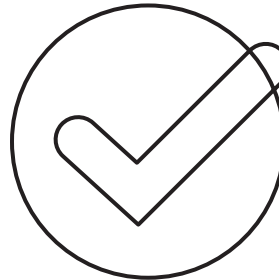
C



### SPEAK OUT

This is a difficult strategy for many people, but not for you! You feel it is important to stand up to the aggressor right away and tell them what they are doing or saying is not okay.

D



### TELL SOMEONE

You might not always know what to do in the moment, but when you see bullying you know the right thing is to be an upstander and report the situation to a trusted adult.

GRADE LEVEL  
MIDDLE SCHOOL



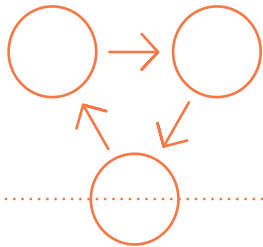
OBJECTIVE

Students will be able to recognize and employ upstander strategies.



MATERIALS

- Index cards
- A copy of the *Upstander Strategies Quiz* handout for each student
- A copy of the *Upstander Strategies: Definitions* handout for each student
- Smartboard or projector screen connected to a computer with internet access



## Procedures

### PART I

- 1 Pass index cards to each student. Instruct students to label the top of the card with the number “one” on the front side of the card and the number “two” on the back side. Students should write legibly and not put names on the cards. Tell students this activity will be anonymous.
- 2 Ask students to recall a time when they were either a target or bystander of bullying. On the side of the card labeled one, instruct students to write what they felt at the time.
- 3 On the side labeled two, ask students to write why they believe bystanders do not get involved in bullying incidents.
- 4 Collect the cards, shuffle them, and redistribute them. Have each student read the feelings from side one of the index card. Ask for their reactions regarding what they heard.
- 5 Next, have each student read side two of the index card. Lead a discussion on why bystanders do not get involved, using the following questions:
  - ① What was the most common reason you heard about why bystanders do not get involved?
  - ② Was there a particular reason you heard that resonates with you?



**Reasons may include: they do not want to become the next target, they want to mind their own business or they do not know what to do.**

- 6 If the concept of the bystander effect does not come up, introduce the concept by mentioning that sometimes people do not get involved because of something called the bystander effect.



**The bystander effect is when a person is less likely to intervene when others are present. The likelihood of intervention decreases when there is a larger number of observers. Since the bystanders assume other people in the group will respond, they do nothing.**

- 7 Ask the students about a time when they have witnessed or been a part of the bystander effect. What could have been done differently in that situation to cause the bystanders to be upstanders?

- 8 To help the students begin thinking about action, ask, “Is speaking out in the moment the only way to become an upstander?” What are other ways people can help during a bullying situation?
- 9 Show the video *Bystander Revolution | It Only Takes One*, [www.youtube.com/watch?v=4gZOFUHLYwg](http://www.youtube.com/watch?v=4gZOFUHLYwg) (0:30 min). This video briefly introduces different ways a person can help out during a bullying situation. Ask the students:

⓪ What upstander strategies did you hear in this video that are similar to ones that have already been mentioned?

⓪ Were there any new strategies you had not thought of before?

## PART II

- 1 Explain to the students that often when people think of an upstander, they think of someone calling out a mean behavior in the moment, but really there are a few different ways to be an upstander.
- 2 Let students know that they will be taking a quiz that will assess which upstander strategy they are most comfortable with.
- 3 Have the students work on the quiz individually.
- 4 When all students have completed the quiz, have them tally their answers using the chart at the bottom of the quiz. Let students know the column with the highest score is their preferred upstander strategy.
- 5 Review the *Upstander Strategies: Definitions* handout describing the upstander strategies.
- 6 Have students pair-share the results of their quiz with a partner.
- 7 Using the following questions, lead a large group discussion.
- 8 After the large group discussion, decide which strategies are confrontational and which are non-confrontational. Have the class discuss the advantages and disadvantages of each.

There are no right or wrong answers to this quiz. Also keep in mind that not all students feel comfortable with all strategies. They should choose the response that feels most comfortable to them.



## Discussion Questions

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- 1 How did it feel taking this quiz?
- 2 Were you surprised by your results?
- 3 If you did not have a strong dominant style, why do you think that is?
- 4 If you did have a strong dominant style, why do you think that is?
- 5 If you have a dominant style, does that mean you cannot use other upstander strategies?



## Extensions

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- Have students split up based on their preferred upstander strategy. In small groups, have them watch more videos from *Bystander Revolution* and find solutions they believe match their preferred upstander strategy. Have them create posters with examples of actions they can take for each preferred upstander strategy.
- Go to [www.slido.com](http://www.slido.com). This is a website that offers free and instant polling capabilities as long as the members of the group have smartphone, tablet or computer availability. Create a poll in slido asking students which upstander strategy was their preferred style. Review the results and discuss the reasons why some students may prefer certain upstander strategies over others.
- Have students bring a copy of the quiz home and ask a family member to take the quiz. The students can then compare their results with their family member and have a discussion on what it feels like to be an upstander.



FAMILY CONNECTION

# 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.***

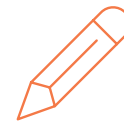


GRADE LEVEL  
HIGH SCHOOL



OBJECTIVE

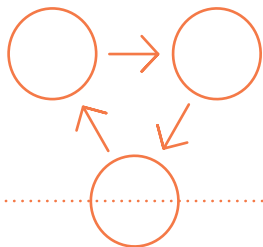
Students will be able to recognize and employ upstander strategies.



MATERIALS

- A copy of the *Upstander Strategies Quiz* handout for each student
- A copy of the *Upstander Strategies: Definitions* handout for each student
- Smartboard or projector screen connected to a computer with internet access
- 8.5" x 11" signs labeled with the four upstander strategies and posted in the four corners of the classroom:

Be a Friend  
Stop and Redirect  
Speak Out  
Report It



## Procedures

### PART I

- 1 Ask students to answer the following question: “Why do bystanders decide **not** to intervene in bullying situations?”



Reasons may include: they do not want to become the next target, they want to mind their own business or they do not know what to do.

- 2 If the concept of the bystander effect does not come up, introduce the concept by mentioning that sometimes people do not get involved because of something called the bystander effect.



The *bystander effect* is when a person is less likely to intervene when others are present. The likelihood of intervention decreases further when there is a larger number of observers. Since the bystanders assume other people in the group will respond, they do nothing.

- 3 Show this video from the website Bystander Revolution, which describes the bystander effect: *Dr. Philip Zimbardo | The Bystander Effect*, [www.youtube.com/watch?v=wW2xszD-zBM](http://www.youtube.com/watch?v=wW2xszD-zBM) (2:03 min).
- 4 Next, show the video *Neiko | We're All Heroes* from the same website: <https://www.youtube.com/watch?v=tY7ebZKuRWg> (0:44 min).
- 5 Lead a discussion about the videos using the following questions:
  - What are your thoughts on the bystander effect?
  - ① What do you think about the idea Dr. Zimbardo calls “the power of one?” Can one person start a trend in the opposite direction of the bystander effect?
  - Do you think we can all be heroes, like Neiko suggests? Why or why not?
  - ①
- 6 To help the students begin thinking about action, ask, “Is speaking out in the moment the only way to become an upstander? What are other ways people can help during a bullying situation?”
- 7 Next, show the video *Bystander Revolution | It Only Takes One*, [www.youtube.com](http://www.youtube.com).

[com/watch?v=4gZOFUHLywg](https://www.youtube.com/watch?v=4gZOFUHLywg) (0:30 min). This video briefly introduces various ways a person can help a target during a bullying situation. Ask the students:

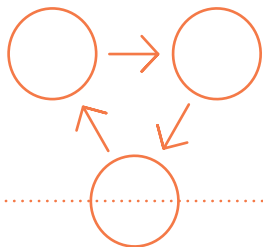
- ① What upstander strategies did you hear in this video that are similar to the strategies previously mentioned?
- ② Were there any new strategies you had not thought of before?

## PART II

- 1 Explain that often when people think of an upstander they think of someone calling out a mean behavior in the moment, but there are different ways to be an upstander.
- 2 Inform students that they will take a quiz that will assess which upstander strategy they prefer. Distribute the *Upstander Strategies Quiz* handout.
- 3 Instruct students to work on the quiz individually. When students have completed the quiz, have them tally their answers using the chart at the bottom of the quiz.
- 4 Inform students that the column with the highest score is their preferred upstander strategy.
- 5 Review the *Upstander Strategies: Definitions* handout.
- 6 Briefly ask students for any thoughts and feelings they had from taking the quiz.
- 7 Explain that while they may have a preferred upstander strategy, they might feel that some situations require one of the other upstander strategies.
- 8 Point out the signs in the four corners of the room with the different upstander strategies.
- 9 Explain that the Four Corner Statements will be read aloud. For each statement, ask students to move to the corner of the room with the upstander strategy they think would be most effective.

There are no right or wrong answers to this quiz. Also keep in mind that not all students feel comfortable with all strategies. They should choose the response that feels most comfortable to them.

If you have time constraints, choose the most relevant statements for your group of students to read first. You may not get through all the Four Corner Statements.



## Procedures (continued)

- 10 After each statement, explore their responses asking why they decided upon a chosen strategy.

### FOUR CORNER STATEMENTS

- ▶ Someone calls your friend a derogatory word.
  - ▶ Someone makes fun of another person who they think is overweight.
  - ▶ Someone tells you a rumor about a person they think is gay.
  - ▶ Someone much larger and stronger threatens to fight a friend of yours after school.
  - ▶ Someone has spread a bad rumor about a student on an app and it has gone viral.
  - ▶ Someone repeatedly calls another student a hurtful nickname at lunch that makes everyone laugh.
  - ▶ Someone makes fun of another person's clothing.
  - ▶ Someone insults another person's parents for being immigrants.
  - ▶ Someone forwards a sext to all their contacts to humiliate their ex.
- 11 After going through the statements, lead a large group discussion using the following questions.

## Discussion Questions



- 1 Which of the statements had a clear strategy that you thought should be used for that situation? Why?
- 2 What are some of the benefits and challenges of using the Speak Out strategy?
- 3 Were there situations you thought required multiple strategies? If so, which situations and why?
- 4 Was safety ever a factor you took into account? How do safety concerns change how you might respond to a situation?
- 5 If you did have a strong dominant style, why do you think that is?
- 6 If you have a dominant style, does that mean you cannot use other upstander strategies?

4

## Extensions



- Have students bring a copy of the *Upstander Strategies Quiz* handout home and ask a family member to take the quiz. Ask students to compare their results with a family member and then have a discussion on what it feels like to be an upstander.



FAMILY CONNECTION



# 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.***



LESSON 5

Responsible

Reporting

# about this lesson

Lesson five explores the student's role in reporting incidents of bullying. Bullying often happens in hotspots, areas away from adult supervision, so the responsibility lies with students to report incidents. The challenge is that many students do not report incidents of bullying for a variety of reasons, from believing they can take care of it themselves to a fear that reporting might make the situation worse. For targets and bystanders, a fear of retaliation is bolstered by the idea that reporting is equivalent to snitching.

In this lesson, students will learn the importance of reporting as well as the difference between reporting/telling and snitching/tattling. Simply put, reporting/telling is helping someone who is in trouble, while snitching/tattling is trying to get someone in trouble. Even if this distinction is clarified for students, they have to trust that the adults involved will address the situation thoughtfully and safely.

A target may be reluctant to report because of a past experience with adults who may have excused the bullying behaviors. Myths such as "boys will be boys" or that bullying is a natural part of growing up is still a part of our larger culture, even with recent public awareness surrounding bullying.

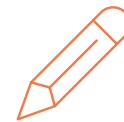
New Jersey's Anti-Bullying Bill of Rights requires all schools develop reporting procedures for incidents of bullying. It is critical these systems are clear, easy to understand and **safe** for students to report situations. Procedures should also be clearly stated for all adults in the school: teachers, administrators, aides, cafeteria workers, substitute teachers, volunteers, bus drivers, etc. In addition, all staff should be aware that some incidents of bullying may constitute a crime where authorities must be alerted immediately. Such situations requiring law enforcement be contacted include: photo sexting, certain cases of physical aggression, terroristic threats or incidents where a weapon is involved.

GRADE LEVEL  
ELEMENTARY SCHOOL



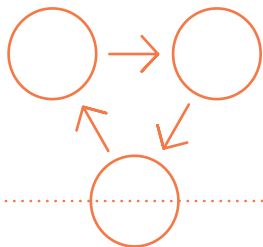
OBJECTIVE

Students will recognize the difference between tattling and telling and be able to determine when telling is an appropriate action.



MATERIALS

- The book *Nobody Knew What To Do* by Becky Ray McCain
- A copy of the *Tattling vs. Telling* handout for each small group
- Scissors
- Glue



## Procedures

**Tattling definition:** telling an adult to get someone in trouble.

**Telling definition:** telling an adult when a situation is unsafe or uncomfortable for someone.

- 1 Review the definitions of conflict and bullying from lesson two.

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

- 2 Remind students that one of the upstander strategies from lesson four is Tell Someone. Explain that in each potential bullying situation it is important to determine whether or not telling someone is appropriate. Explain if a person feels unsafe or uncomfortable, it is appropriate to tell an adult if you cannot handle the situation on your own.
- 3 Write the words “Tattling” and “Telling” on the board or on chart paper. Ask students to come up with a definition for each of these words. Add the concept of “unsafe” and “uncomfortable” to the “Telling” definition.
- 4 Explain to students that they are often told to “stay out of other people’s business” or “it is none of your business.” In bullying situations, it is always their business. In fact, it is their responsibility to help when a situation is unsafe or uncomfortable.



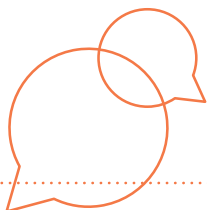
**It is important to motivate students to report bullying. Research shows that 30–60 percent of students who are bullied tell an adult. Bystanders are even less likely to report bullying. Use positive reinforcements such as praise and friendly attention, fun activities or privileges, healthy treats if your school allows or point systems to reward students who report bullying.<sup>25</sup>**

<sup>25</sup> Olweus, Dan, and Limber, Susan P., *Olweus Bullying Prevention Program: Teacher’s Guide*, (Minnesota, Hazelden, 2007), 56, 58–59.

- 
- 5 Read the book *Nobody Knew What To Do*, by Becky Ray McCain, with the students. Use the following discussion questions to discuss the story.
- ① What did the students do when they saw Ray being bullied? What did Ray do?
  - ② What might the bystanders have felt who watched Ray being bullied? What do you think Ray (the target) felt? What do you think the aggressors felt?
  - ③ What happened that made the narrator decide to tell someone? (The narrator knew the situation was unsafe and uncomfortable for Ray.)
  - ④ After the narrator used the Tell Someone strategy, what other strategies did he use to help Ray? How did these strategies help?
  - ⑤ Even when someone says they are “just kidding,” does that excuse the behavior? Why?
- 6 Prepare the class to complete the following tattling vs. telling activity by dividing students into pairs or small groups. Give each group a copy of the *Tattling vs. Telling* handout.
- 7 Instruct students to first cut out all the situations on the handout. Once cut out, students will need to decide as a group which box each situation belongs in and they should glue the strip of paper in the corresponding box. When trying to decide how to respond, students should ask themselves, “Is this situation unsafe or uncomfortable?” If it is, the situation belongs in the Telling box.
- 8 When all the small groups have completed the activity, lead a large group discussion using the following questions.

The book *Nobody Knew What To Do*, by Becky Ray McCain, is a story about a boy named Ray who experiences bullying. The narrator watches the bullying and feels helpless, until one day he realizes he needs to be an upstander and tell someone.

While bullying is intentionally mean behavior, mean behavior can sometimes also be unintentional. Eradicating mean behaviors, regardless of the intentionality, can reduce bullying because it improves the school climate.



## Discussion Questions

- 1 How did you decide to put situations in either the Tattling or Telling boxes? Were there situations that were easier or harder to determine than others? If so, why?
- 2 When something is unsafe or uncomfortable, do you feel okay telling an adult about the situation? Why or why not?
- 3 Who are some adults in your life you would feel okay telling about an unsafe or uncomfortable situation? What makes you feel safe with those adults?
- 4 What feelings might a target experience if they are being bullied and no one reports it?
- 5 What is the difference between bullying and mean behavior?



## Extensions



### FAMILY CONNECTION

- Create a *Tell Someone Pledge* as a class. Make sure it includes the definitions of tattling and telling and the promise to tell an adult if something is unsafe or uncomfortable. The pledge may include the classroom teacher, an aide in the class or on the playground, the school nurse or a family member. Instruct students to create individual pledges, invite teachers and other school staff to sign them and take the pledges home for family members to sign. Students can decorate their pledges and display them in the classroom when completed.
- Read the book *Just Kidding*, by Trudy Ludwig, to the students. Lead a conversation about the difference between teasing and bullying using the following questions.

- 
- ① What is the difference between teasing and bullying? (Bullying is intentional meanness and includes a power differential. Teasing can be a playful way to kid around and show affection to a friend. However, teasing can become bullying if it is intentionally meant to harm, if there is a power imbalance and if it is repetitive.)
  - ② Are teasing and bullying difficult to tell apart? Why?
  - ③ Was Vince kidding around with D.J.? How can you tell?
  - ④ Does teasing ever become hurtful? What can you do if a friend teases you and it hurts your feelings? (Some responses might be, you can tell your friend your feelings are hurt or you can tell a trusted adult.)
  - ⑤ What does D.J.'s dad recommend doing to address teasing or bullying? Describe a time when you were in a situation where his recommendations would have been helpful.
  - ⑥ What can you say when someone tells you they are just kidding and your feelings are hurt?

The book *Just Kidding*, by Trudy Ludwig, is the story of a boy named D.J. who gets teased by his friend Vince. D.J.'s dad offers strategies that eventually help D.J. address the teasing directly. They also tell his teacher, who explains the difference between tattling and reporting.



# HANDOUT

## TATTLING VS. TELLING

### DIRECTIONS

Neatly cut out all the situations below. As a group, decide how you will respond to each situation and glue it in the appropriate box on the following page. When trying to decide how to respond, ask yourself, "Is this situation unsafe or uncomfortable?" If it is, it belongs in the Telling box.



Someone was picking their nose.

Someone pushed someone else.

Someone told a girl that her hair was ugly and looked like rough wool.

Someone did not put their crayons away.

Someone did not throw their lunch away.

Someone told their friend that they smelled funny.

Someone's shoelaces are untied.

Someone licked their desk.

Someone made fun of someone else's shirt because there were holes in it.

Someone sent someone a mean text message.

Someone did not flush the toilet.

Someone took someone's backpack and threw it in the garbage.



# HANDOUT

## TATTLING VS. TELLING (continued)

**Tattling Definition:** Telling an adult to get someone in trouble.

**Telling Definition:** Telling an adult when a situation is unsafe or uncomfortable for someone.

TATTLING

TELLING



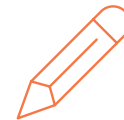


GRADE LEVEL  
MIDDLE SCHOOL



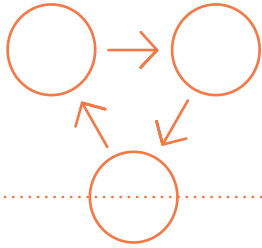
OBJECTIVE

Students will recognize the difference between snitching and reporting and be able to determine when reporting is an appropriate action.



MATERIALS

- A copy of *Upstander Strategies: Definitions* handout from lesson four for each student
- Chart paper
- Markers
- Two pieces of chart paper labeled "Snitch" and "Reporter" hung on opposite sides of the room



## Procedures

Before beginning this lesson, review your school's procedures to report a bullying incident and have the procedures available to share with the students.

### PART I

It is important to motivate students to report bullying. Research shows that 30–60 percent of students who are bullied tell an adult. Bystanders are even less likely to report bullying. Use positive reinforcements such as praise and friendly attention, fun activities or privileges, healthy treats if your school allows or point systems to reward students who report bullying.<sup>26</sup>

1 Review the four Upstander Strategies from lesson four and point out that this lesson focuses on the fourth strategy, which is Reporting.

2 Ask students why they might be hesitant to report a bullying situation.

Some responses might be they fear retaliation, being labeled a snitch, getting a peer in trouble, etc.

3 Acknowledge the hesitancy to report, elicit some reasons it might be important to report and create a list on the board.

4 Have two chart papers on either side of the room and split the class in half. For the heading on one paper write “Snitch,” and for the other paper write “Reporter.”

You may want the assistance of an adult to help facilitate the brainstorming in one of the groups.

5 Ask students to think of synonyms for each term as a group. Instruct each group to decide who will be the scribe. Examples for snitch might include: tattletale, brown noser, teacher’s pet, goody two shoes, rat, etc. Examples for reporter might include: helper, whistle blower, friend, ally, witness, etc.

6 Lead a large group discussion using the following questions:

? What is the motivation for the snitch? (to get someone in trouble)  
Who do they care about? (themselves)

? What is the motivation for the reporter? (to help someone in trouble)  
Who do they care about? (others)

<sup>26</sup> Olweus, Dan, and Limber, Susan P., *Olweus Bullying Prevention Program: Teacher’s Guide*, (Minnesota, Hazelden, 2007), 56, 58–59.

- ⑦ Think of a time when you decided to report a bullying incident. What made you decide you should report?

## PART II

- 7 Acknowledge that sometimes it can be hard to decide whether or not to report, but to help decide they can ask themselves:

**“Is this situation too big for me to handle alone?”**

If the answer is yes, it becomes clearer that they should report to a trusted adult.

- 8 Explain to students that you will be reading several scenarios. If the student feels the scenario would be too difficult for them to handle alone, they should stand to indicate it needs to be reported. When they are standing, have them take a look around the room to see who is standing with them. Recite each scenario one at a time and have students sit before reading a new scenario. Choose the scenarios most relevant and appropriate for your students.

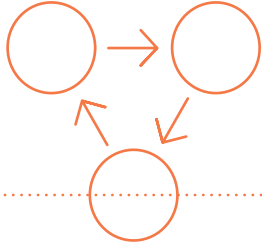
Based on time, you can decide whether to discuss each scenario individually, or read all the scenarios first and discuss them afterwards. Doing the stand-ups completely and then discussing them as a whole helps decrease time spent on this portion of the activity.



## SCENARIOS

- a. Everyone in social studies class is assigned small groups for a project. The teacher gives all groups time to discuss how they will meet up to work on the project. One student, Rich, asks a girl in his group, Leticia, if they can meet at her house after school. Another girl in the group laughs and says, “Are you kidding? I am not going to that part of town. My bike will get stolen.” A couple of the other students in the group laugh along.
- b. Bo is obsessed with this one online game he plays on Xbox. He plays with other people that he does not know in person. They all like to joke and take jabs at one another. Recently, Bo has gotten really good at the game and another player, Tony, has gotten jealous. Tony starts to get the other players involved in picking on Bo. The teasing has become constant and has made gaming less fun for Bo.

Make adjustments to this activity for accessibility. For instance, you can give the option for students to raise their hands instead of standing.



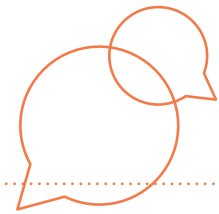
## Procedures (continued)

- c. People have been spreading rumors via text messages and group chats about a girl in your class named Luciana. While you have mostly been silent and ignored the messages, you are included in the group chat. The others are tired of your neutral stance and start sending you rude messages because you will not join in on the fun.
- d. Josh consistently asks people to copy their homework before class. Usually if someone says no, he goes to the next person and asks them. He knows there are certain people he can always pressure to give him their homework. Andre is one of these students. You have noticed Andre is beginning to look more and more uncomfortable with this situation and even though he has been saying no lately, Josh pressures him to give in. Today Josh is looking more agitated about Andre's refusals.
- e. Juliana likes to wear baggy clothes similar to the boys in her grade. You have seen Jon tease Juliana every day for months. He often asks her, "Are you a boy or a girl?" The teasing seems like it is just a joke, but you have noticed that it is getting more intense as time goes by and he has started to get others involved with the teasing. Juliana is beginning to miss school often.
- f. Abda is uncomfortable changing in the locker room due to her religious beliefs. She usually changes in the individual locker stall for P.E. class. She gets some comments making fun of her modesty from time to time that she mostly ignores. One day, the teasing gets worse and she gets cornered by some girls in the locker room.
- g. Bea has very fair skin and light hair. Some students tease her, calling her "fair princess" and making blonde jokes about her. They think she is an easy target and constantly cut her in the cafeteria line without permission. They also bump into her and say "sorry your majesty" while laughing and running away.
- h. Caleb is a popular student in the eighth grade who is throwing a party. He has invited some of the girls and all of the boys in his class to the party except Rory, who is paralyzed from the waist down and uses a motorized scooter. Some students are talking about the fact that Rory has not been invited and one student argues that he is going to "bring the vibes down." Rory overhears and looks upset.
- i. You are in the library/media room and notice someone has drawn small swastikas all over the table.

- 
- 9 When the class has completed the stand-ups activity, lead a large group discussion using the following questions.

## Discussion Questions

---



5

- 1 When is a situation too big for you to handle alone?
  - 2 Are there certain students who are more likely to report an incident? Why do you think they are more likely?
  - 3 Where do you think bullying happens most often? Are there certain hotspots in school where there is no adult supervision?
  - 4 What happens to the student who needs help and no one reports the incident?
  - 5 What is your biggest fear about reporting a bullying incident?
  - 6 Even though reporting may be the right thing to do, why might people still resist being a reporter?
  - 7 What are the advantages or disadvantages of reporting incidents to adults through email?
  - 8 How do you report cyberbullying? (Take a screenshot first and then report comments or pictures to the site or app administrator.)
  - 9 What barriers exist to reporting?
- 
- A decorative horizontal band at the bottom of the page featuring a dense, repeating pattern of small orange shapes, possibly stylized leaves or abstract forms.



## Discussion Questions (continued)

The following four barriers should be discussed with students:



In cases of reporting cyberbullying, another barrier might be fear parents will take away their phone, tablet or computer.

### **Confidentiality and Trust**

Sometimes students feel there is no trusted adult in the school with whom they feel safe and comfortable reporting a bullying incident.

### **Fear of Retaliation**

Students will not report if they feel they will become the target of the aggressor.

### **Anonymity**

Students can be hesitant to report when they know their name will be attached to the bullying incident.

### **Code of Silence/Silent Majority**

Because there is a stigma with reporting bullying, there is an unspoken rule among students that condemns speaking out about bullying incidents.



## Extensions

- Have students come up with a campaign to encourage reporting similar to the New York City Subway campaign “If you see something, say something.” Once they have brainstormed a list, have students vote on their top choice. Students can create posters to hang up throughout the school.
- For a homework assignment, have students interview an adult at home about a time they had to decide whether or not to report an incident of bullying. Ask the adult how they feel now looking back on what they chose to do in that situation. Is there something they would have done differently, and why?



### FAMILY CONNECTION

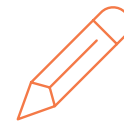


GRADE LEVEL  
HIGH SCHOOL



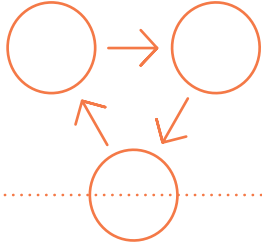
OBJECTIVE

Students will recognize the difference between snitching and reporting and be able to determine when reporting is an appropriate action.



MATERIALS

- Index cards
- A copy of the *To Report or Not to Report* handout for each group (There are two scenarios. Decide before beginning activity which scenario you will use.)



## Procedures

- 1 Pass index cards to each student. Instruct students to write legibly and not put names on the cards. This activity will be anonymous.
- 2 Ask students to think about reporting incidents of bullying. Have them answer the following question on their index card:
  - ① What is your biggest fear about reporting a bullying incident?
- 3 Collect the cards, shuffle, and redistribute. Ask each student to read the response on their new index card aloud. Use the following questions to lead a discussion once all the index cards have been read:
  - ① Were there any themes you noticed in the responses?
  - ① Was there a particular reason you heard that resonates with you?
- 4 The following reporting barriers are issues that may have arisen in the previous discussion. If there are any barriers that were not addressed, introduce them:

### **Confidentiality and Trust**

Sometimes students feel there is no trusted adult in the school with whom they feel safe and comfortable reporting a bullying incident.

### **Fear of Retaliation**

Students will not report if they feel they will become the target of the aggressor.

### **Anonymity**

Students can be hesitant to report when they know their name will be attached to the bullying incident.

### **Code of Silence/Silent Majority**

Because there is a stigma with reporting bullying, there is an unspoken rule among students that condemns speaking out about bullying incidents.

*In cases of reporting cyberbullying, another barrier might be fear parents will take away their phone, tablet or computer.*

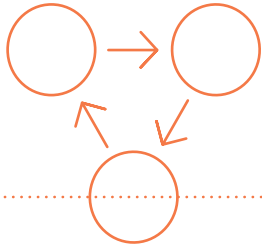
- 5 After discussing the barriers to reporting, lead a short discussion with the following questions:
- ① Why does the *code of silence* have power even though it is an unspoken rule?
  - ① Why do you think the label "snitch" has such a stigma?
  - ① What is the difference between snitching and reporting? (Snitches want to get someone in trouble, where reporters want to help someone in trouble.)
- 6 Next, divide the class into small groups. Give each group a copy of the *To Report or Not to Report* handout. Instruct students to decide as a group whether or not they should report the incident. One way they can decide is to ask themselves the question, "**Is this situation too big for me to handle alone?**" Each group should also have three or four reasons why they do or do not report.

There are two scenarios for the *To Report or Not to Report* handouts. Before beginning this activity, decide which scenario you will use in your class. It is recommended that you choose only one scenario for more in depth conversation.

- 7 Once groups have determined whether or not they will report the incident, bring them back as a large group and lead a discussion asking the following questions:
- ① What did your group decide to do and what was your reasoning?
  - ① Did anyone hear reasoning they had not thought of before or do not agree with?

According to the *Bullying in U.S. Schools: 2014 Status Report*, students are most likely to report bullying incidents to siblings or friends. The next highest group of people they are likely to report to are parents or guardians. Teachers and other adults in the school are the least likely to receive reports.<sup>27</sup>

<sup>27</sup> Harlan Luxenberg, Susan P. Limber, and Dan Olweus, *Bullying in U.S. Schools: 2014 Status Report*, (Center City, MN: Hazelden Publishing, 2015), 16.



## Procedures (continued)

- 8 Explain to students that their decision to report or not to report has a direct impact on the players in any bullying situation. Once groups have discussed their reasoning, lead a more specific conversation about consequences using the following discussion questions.



**It is important to motivate students to report bullying. Research shows that 30–60 percent of students who are bullied tell an adult. Bystanders are even less likely to report bullying. Use positive reinforcements such as praise and friendly attention, fun activities or privileges, healthy treats if your school allows or point systems to reward students who report bullying.<sup>28</sup>**



## Discussion Questions

- 1 What responsibility does a bystander have in a bullying situation?
- 2 What are the consequences for the target if you decide not to report the incident?
- 3 What are the consequences for the aggressor if you decide not to report the incident?
- 4 What are possible consequences for you if you decide not to report?
- 5 If a friend or sibling reports bullying to you, what would you do?
- 6 What are the advantages or disadvantages of reporting incidents to adults through email?
- 7 When there is an incidence of cyberbullying would you handle reporting differently? If so, how? (In addition to telling an adult, report comments or pictures to the site or app administrator.)

<sup>28</sup> Olweus, Dan, and Limber, Susan P., *Olweus Bullying Prevention Program: Teacher's Guide*, (Minnesota, Hazelden, 2007), 56, 58–59.

For more information  
on this subject go to  
[www.stopbullying.gov/laws/  
new-jersey](http://www.stopbullying.gov/laws/new-jersey).



## Extensions

- The question often arises whether or not bullying is illegal. The simple answer is that stereotyping, bias or prejudice is not illegal. However, once a person begins discriminating or acting upon their beliefs, it could be illegal. For instance, physical bullying could be considered assault, bullying based on race, ethnicity, national origin, gender or disability could be considered a civil rights violation and sexting could be linked to child pornography. Instruct your students to find legal cases that have been linked to bullying. Some New Jersey cases to research are *LW v. Toms River* or *New Jersey v. Dharun Ravi* (the Tyler Clementi case). Determine the type of bullying in the case (bias-based, relational, physical or cyberbullying), who played which role and how the incident was ultimately reported. Lead a large group discussion using the following questions:
  - ① If you had been a bystander in the case, explain why you would or would not have reported the incident.
  - ② What remaining questions do you have about the legality of bullying?
- The Anti-Defamation League offers parent, family and caregiver guides and resources to talk to youth about issues pertaining to bullying. Go to [www.adl.org/education-and-resources/resources-for-educators-parents-families](http://www.adl.org/education-and-resources/resources-for-educators-parents-families) to view the resources. Choose one or two articles and send the links to parents in your next email home. Inform parents that research shows they are more likely to receive bullying reports than teachers, and let them know the policies your district has in place for reporting incidents of bullying.



FAMILY CONNECTION





# 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







LESSON 6

Assessment  
and Action

# about this lesson

This lesson on assessment and action departs from lessons one through five in format because its scope is larger and focused on working to change school culture and climate. Research shows that stemming the tide of bullying requires a whole-school approach, which focuses on changing school climate and culture to create more caring and inclusive students.<sup>29</sup> Lesson six is designed as a long-term project to be executed over the course of several lessons. While the teacher sets up the structure of the lesson, much of the lesson is student-centered and student-led. It is divided into three parts: Part I: Social Norms, Part II: Surveys and Evaluating Data and Part III: Action Planning.

Part I begins with social norms, because shifting social norms around bullying are key to long-term success in anti-bullying efforts. In particular, a lot of research has been conducted on *social norm theory* as a tool for changing attitudes and correcting misperceptions of students.

Part II of the lesson requires students to analyze survey data. Assessment is crucial for accuracy and accountability in anti-bullying efforts. While school staff should be in charge of administering surveys, allowing students access to the results provides them relevant and tangible insight into the problems and concerns of their peers.

Once students have analyzed the data and determined the area of concern in which they wish to put their efforts, they will complete Part III of the lesson, creating and conducting an action plan. Using the power of positive peer influence and empowering students to be change agents, the climate and culture of the school can be steered toward one of caring and respect. This requires teachers and all staff to be worthy role models and stewards who guide students' ideas into reality. Caring and thoughtful adults are the lynchpin to making this change.

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**The Bully Project, in conjunction with Harvard's *Making Caring Common Project*, suggests that adults in schools complete an exercise called *relationship mapping* to find out which students in the schools have positive relationships with adults and which students are at risk. To learn how to do relationship mapping go to: <https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy>.**

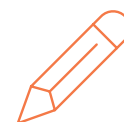
<sup>29</sup> Weissbourd, Richard, and Stephanie Jones. "Joining Hands Against Bullying." *Educational Leadership*, October 2012, 26–31.

GRADE LEVEL  
ELEMENTARY SCHOOL



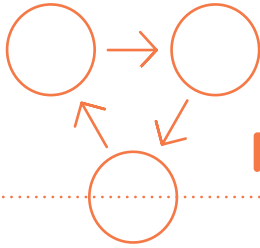
OBJECTIVE

Students will learn how social norms affect their school climate and will create a student-led plan to prevent bullying in their school.



MATERIALS

- Whiteboard or chart paper
- Paper
- Markers or crayons
- Survey for the entire student population to complete (requires whole-school buy-in)



## Procedures

Some elementary students may be capable of understanding the term social norms, which can be equated to unwritten rules. If so, you might want to introduce this new term.

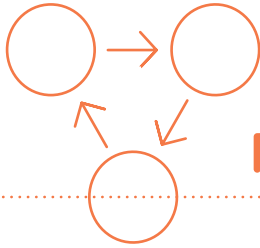
### PART I: SOCIAL NORMS

- 1 Explain to students that there are written rules we follow every day such as raising your hand to speak. Explain there are also unwritten rules we follow like when you see someone for the first time in the day, you say “hello” to be friendly.
- 2 Ask students if they understand the difference between written and unwritten rules. Elicit some ideas about the difference between the two and chart them on paper or a whiteboard. (For example, written rules are usually posted somewhere and you are supposed to somehow just know unwritten rules.)
- 3 The following game is intended to help students differentiate between written and unwritten rules. Inform students about the game they will be playing, *Written or Unwritten*. Give each student a piece of paper and have them write the word “Written” on one side and “Unwritten” on the other side. They can decorate their paper on both sides (e.g. with a pencil on the “written” side and a thought bubble on the “unwritten” side).
- 4 Explain that you will read some rules aloud and students should decide whether the rule is written or unwritten. Then, for each rule students should hold up their paper with their answer facing the teacher. Make sure students understand the instructions before beginning.
  - a. Raising your hand to speak.
  - b. Saying “hello” in the morning when you first see someone.
  - c. Lining up to leave the classroom.
  - d. Saying “sorry” when you hurt someone.
  - e. Listening when someone else is speaking.
  - f. Thinking about other’s feelings before doing something.
  - g. When you leave for the day, saying “goodbye” to the people you were with.
  - h. Waiting to eat until everyone has their food.
  - i. Putting your napkin on your lap at mealtime.
  - j. Calling teachers by “Mr.” “Ms.” or “Mrs.”
  - k. Saying “please” and “thank you.”

- 
- l. Including everyone when you are playing.
  - m. Looking at your teacher when he/she is speaking.
  - n. Not making burping noises in class.
  - o. Patiently waiting your turn for the swings.
  - p. Not snatching things from other people.
  - q. When you are talking to someone, looking at them.
  - r. Being kind to everyone.
- 5 When the activity is complete, use the following questions to lead a large group discussion.

### PART I: DISCUSSION QUESTIONS

- 1 Was it easy or hard to tell if a rule was written or unwritten? Why?
- 2 Were there any rules that could be both written and unwritten? Which ones and why?
- 3 What are some other written rules we have in school?
- 4 What are some other unwritten rules (or social norms) we have in school?
- 5 Are unwritten rules (social norms) the same in every school? Why or why not?
- 6 Are there unwritten rules when it comes to bullying in school?  
(For example, you might be shunned if you do not wear a certain type of sneaker.)



## Procedures (continued)

### PART II: SURVEYS AND EVALUATING DATA

- 1 Surveys are an important part of determining accurate social norms in a school. A survey can be conducted with the students before beginning this lesson or after completing Part I. A survey must be done by the entire student body. This insures accuracy in the results. Samples of elementary level surveys can be found at:

[www.tolerance.org/classroom-resources/tolerance-lessons/a-bullying-survey](http://www.tolerance.org/classroom-resources/tolerance-lessons/a-bullying-survey)

[www.bullyingawarenessweek.org/pdf/Bullying\\_Survey\\_Youth.pdf](http://www.bullyingawarenessweek.org/pdf/Bullying_Survey_Youth.pdf)



**There are many elementary-level surveys available for free online. Find a survey that best fits your student population.**

- 2 Once the entire student population has taken the survey, tabulate the responses. Allow older students access to the results.
- 3 Guide students while navigating the results and help them draw conclusions from the data. Make a list of problems the students notice in the survey results.



**For younger elementary students, create a list of problems for the students and present the list as the results of the survey.**

- 4 Lead a large group conversation using the following questions.

### DISCUSSION QUESTIONS

- 1 Were there any survey results that were surprising?
- 2 Were there any survey results that were not surprising?
- 3 Which problems might be more difficult to fix? Why?
- 4 Which problems do you care about the most? Why?

Check out middle and high school action planning ideas. They can be modified to suit your grade levels.

### PART III: ACTION PLANNING

- 1 Decide as a class which problem the students would like to fix.
- 2 Brainstorm goals that could fix the problem. As a group, choose one goal as your main focus. Be sure the goal directly addresses the problem. For example, if one of the problems in your school is kids getting kicked, hit or pushed on the playground, the goal should specifically mention the playground, “We will stop kicking, hitting or pushing our friends on the playground.”
- 3 Once the goal is identified, write the goal and post it somewhere in the classroom as an inspiration and a reminder of the work the class will be doing.
- 4 Work with students to develop an action plan that directly addresses the goal. There are sample action plans below. Be creative and allow students to maintain ownership. Create a timeline; encourage students to stay focused on the plan.

#### SAMPLE ACTION PLAN IDEAS FOR ELEMENTARY SCHOOL

- Using the song *Brave*, by Sara Bareilles, as an inspiration, create a Wall of Bravery. Have each student in the school write one or two sentences describing a time when they were brave about something on a Bravery Block. Put all the Bravery Blocks on the Wall of Bravery. If students are found being an upstander during the school year, add stickers to their Bravery Blocks. Use the song as a constant reminder to be a brave upstander.
- Read the book *How Full is Your Bucket: For Kids*, by Tom Rath, to the students in your school. Create a bulletin board with a large bucket in the middle. When you find kids being kind to others, put their name in the bucket. When the bucket is filled, have a whole-school reward like an impromptu dance party in the gym.
- Using the book *We’re All Wonders*, by R.J. Palacio, have students develop a school-wide program celebrating how each student in their school is a wonder. Some ideas could include a Wonder Wall where every student completes a personal template explaining why they are a wonder.

*Brave* is a song about the power of words and having bravery to be an upstander.

The book *How Full is Your Bucket: For Kids*, by Tom Rath, is a book that uses the metaphor of filling a bucket to illustrate how our actions towards others either fill or empty their buckets.

*We’re All Wonders*, by R.J. Palacio, is a book about a boy who looks different from others and experiences relational bullying. The book emphasizes that all people are unique and differences should be celebrated. For ages 4–8.



## Extensions

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### FAMILY CONNECTION

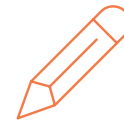
- As a potential homework assignment, students can work with their families to create a list of rules in their homes. They can then indicate whether the rule is written or unwritten. Then, as a class, the students can compare the rules they have at home with each other. Report back sharing the findings with the class to bring about more cultural awareness on how families differ.

GRADE LEVEL  
MIDDLE SCHOOL



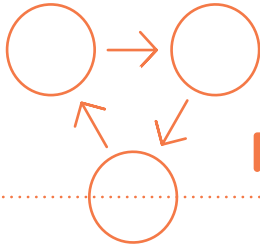
OBJECTIVE

Students will learn how social norms affect their school climate and will create a student-led plan to prevent bullying in their school.



MATERIALS

- Whiteboard and/or chart paper
- Blank paper
- Survey for the entire student population to complete (requires whole-school buy-in)



## Procedures

Some students might need an explanation that "norm" is short for normal.

### PART I: SOCIAL NORMS

- 1 Ask students to make an educated guess regarding the definition of the term, *social norm*. Have them brainstorm ideas and chart their ideas on a whiteboard or chart paper.
- 2 Give students the following definition for social norms:

Social norms are **unwritten rules about how to behave**. For example, if everyone thinks it is normal to buy lunch, people will be more hesitant to bring a packed lunch to school. Social norms are based on what people think is normal behavior for their environment.

- 3 In small groups, have students develop a list of social norms at their school. Allow five to ten minutes for this process.

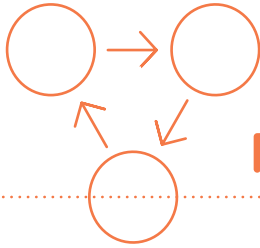


This list should reference ways people behave in school based upon unwritten rules and does not have to connect to bullying. Some examples might be the type of backpacks commonly used by students, or that sixth graders do not walk down an eighth grade hallway.

- 4 Bring the groups back together and lead a large group discussion using the following questions:
  - ① What social norms did your group come up with?
  - ① How are social norms helpful in a school?
  - ① How can social norms be harmful?
  - ① Is it possible to change a social norm? Explain your reasoning.
  - ① What would need to happen in order to break a social norm?

- 
- 5 Have a large group conversation about bullying in your school using the following questions.
- ① Do people in your school like going to school?
  - ① Thinking about the different types of bullying you learned in lesson two, what type of bullying is most common at your school?
  - ① Are there hotspots in your school where students are more likely to be bullied?
  - ① Do students feel safe in your school?
  - ① Do kids in your school want to do the right thing?
  - ① Do people in your school report bullying incidents? Who are they most likely to report to?
  - ① Does your school take measures to make sure students are safe?
  - ① Have most kids been bullied at some time or another in your school?
  - ① Does your school talk about how to respectfully treat others?
- 6 Using the answers from the previous questions, create a list of social norms around bullying on chart paper. Display this list in the classroom using it as a reference in Part II.

Remind students not to use names of those involved in bullying situations.



## Procedures (continued)

### PART II: SURVEYS AND EVALUATING DATA

- 1 This part of the lesson requires a whole-school approach in order to get accurate data on the perceptions of bullying by students in the school.
- 2 Work with educators in your school to prepare a survey. There are numerous surveys online.



The New Jersey Department of Education (NJDOE) and Rowan University have developed a *Social Norms Project Tool Kit* that is free for schools to use. This kit has a *Middle School Survey—Paper Format* and a *Middle School Survey—Electronic Format* for your use. Prior to administering the survey, read the *Social Norms Project—Manual*. The surveys and manual can be found at [www.state.nj.us/education/students/safety/behavior/norms/](http://www.state.nj.us/education/students/safety/behavior/norms/).

- 3 Administer the survey to students.
- 4 Once all students in the school have taken the survey, tabulate the responses as recommended in the manual. The Social Norms Project provides analysis tools and instructions to accurately tabulate the survey results.
- 5 Share the results with students. Spend time evaluating the data.
- 6 Use the list of social norms created in Part I to compare assumptions and hard data.
- 7 Use the following questions to facilitate a large group discussion.



Work with your students to answer these questions together. Analyzing data could be teacher-driven.

- ① What social norms did you assume in Part I that are in the data report from the survey?
- ② Were there social norms that were listed in Part I that do not match the data that was derived from the survey?
- ③ What data was surprising for you to see? Why was it surprising?

A goal may be decided by either verbal group consensus or anonymous vote.

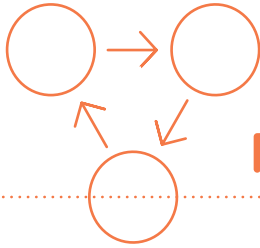
- ② What does this data tell us about our school?
- ② What are some areas needing improvement in our school?

### PART III: ACTION PLANNING

- 1 Using the data derived from the survey in Part II, work with students to identify areas needing improvement in your school. For example, maybe there are students who do not feel comfortable in certain areas of the school or there are a large number of students who feel they do not belong in the school.
- 2 Once areas needing improvement are identified, decide as a group which should be an area of concentration. Develop a goal for that specific target area.
- 3 Once a goal is determined, brainstorm ideas for an action plan, writing all ideas on a piece of chart paper or a whiteboard.

**While brainstorming, there are no inferior ideas. The class will work to eliminate unreasonable ideas at a later time, but at this point encourage students to share all thoughts.**

- 4 Work as a class to eliminate ideas that are not feasible in your school, or are not as good as other suggestions. Ask students to defend ideas during this process, providing convincing rationale that supports why an idea may be valuable or constructive.
- 5 Decide on a final idea and create an action plan and a timeline to implement your proposed plan in school.



## Procedures (continued)

Check out elementary and high school action planning ideas. The action plans can be differentiated and/or modified for various learning styles and abilities.

### SAMPLE ACTION PLAN IDEAS FOR MIDDLE SCHOOL

- Create a poster campaign highlighting the social norm you are focusing on to educate your school. Many schools use actual data in their posters, with slogans such as “67% of students have had something mean written about them online. Time to stop.”
- Create a hashtag for your school to do Shout-Outs to students. If a student sees another student being an upstander, they should tweet their name with the designated hashtag.
- Select and train Inclusion Ambassadors at your school. These are selected students who are tasked with welcoming new students or keeping a mindful lookout for those who may feel isolated or need a friend.
- Create a Pay It Forward campaign using the YouTube video *Inspirational Video—Pay It Forward*, ([www.youtube.com/watch?v=X3ld9\\_p2bSo](http://www.youtube.com/watch?v=X3ld9_p2bSo)) (5:06 min), as a catalyst to start the project.



## Extensions

- Create a *Goals* poster to hang on the wall of the classroom. Have all students sign the poster. The poster should be a colorful representation of the hard work your students have demonstrated and will continue to do to achieve their goal.
- Instruct your students to watch the movie *Back to the Future* with their family members. Have them create a list of social norms in Marty’s school versus the social norms that existed at his father George’s school, particularly surrounding the issue of bullying. Also, have them discuss how the social norms in the movie are different from today.



### FAMILY CONNECTION

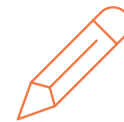
- Instruct your students to watch the movie *Back to the Future* with their family members. Have them create a list of social norms in Marty’s school versus the social norms that existed at his father George’s school, particularly surrounding the issue of bullying. Also, have them discuss how the social norms in the movie are different from today.

GRADE LEVEL  
HIGH SCHOOL



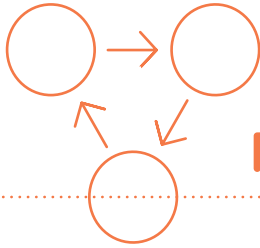
OBJECTIVE

Students will learn how social norms affect their school climate and will create a student-led plan to prevent bullying in their school.



MATERIALS

- Smartboard or projector screen connected to a computer with internet access
- Survey for the whole school to complete (requires whole-school buy-in)
- Dot stickers
- Chart paper
- A copy of the *Action Plan Guidelines* handout for each student
- A copy of the *Action Plan Reflection* handout for each student



## Procedures

### PART I: SOCIAL NORMS

1 Explain to students that now that they have learned about upstander strategies and responsible reporting, you would like them to think about how they can change the culture of the school to combat bullying and make it a more inclusive and caring place.

2 Share this quote with students:

“Research shows that bullying is far less likely to take root in school cultures where caring and responsibility for others is the norm, where students see the entire school community as within their circle of concern and influence, and where large numbers of students model positive behavior for other students.”<sup>30</sup>

3 Ask students:

- ① What is this quote saying?
- ① Do you think our school is already like this?
- ① What do you think it would take to get our school there?
- ① What do you think gets in the way?

4 Explain to students that sometimes changing culture can be difficult because we have a set way of doing things, or unwritten rules called social norms.

5 Show students this video from a 1962 episode of *Candid Camera* (*Prudential: Everybody's Doing It*): [www.youtube.com/watch?time\\_continue=2&v=BgRoiT-WkBHU](https://www.youtube.com/watch?time_continue=2&v=BgRoiT-WkBHU) (2:31 min). Ask students:

- ① What were the social norms in this video?
- ① Why do you think it can be hard to go against social norms?
- ① What are some social norms in our school surrounding bullying? (Some answers can include the bystander effect or code of silence discussed in previous lessons.)

<sup>30</sup> Weissbourd, Richard, and Stephanie Jones. "Joining Hands Against Bullying." *Educational Leadership*, October 2012, 26–31.

- 6 Emphasize to the students that in order to be accurate about the social norms surrounding bullying in their school, they have to examine data rather than rely on a few observations. Let them know they will be looking at data based on a survey conducted in their school.

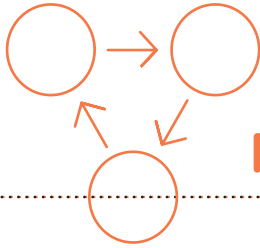
## PART II: SURVEYS AND EVALUATING DATA

Surveys can be conducted prior to this lesson or students can help in introducing surveys to classrooms. It is important to use a validated survey when assessing social norms and school climates. Some sample surveys can be found at: [www.socialnormsurveys.org](http://www.socialnormsurveys.org)



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- 1 Once the class has the results of the survey, they will analyze the data. Give each student a copy of the results from the survey. Have them look over the results individually. Next, ask them to share with a partner what they noticed from the results of the survey.
- 2 Using the following questions, lead a large group discussion:
  - ① What stood out to you, whether it be an area of strength in our school or a need?
  - ② What surprised you?
- 3 On a piece of chart paper, write the responses to the question, “Where do you think our school should focus its anti-bullying efforts?” Once the list is complete, consolidate repetitive ideas to create a concise list. (If necessary, rewrite the chart neatly on chart paper, with a white space between each topic.)
- 4 After the list is complete, give each student two dot stickers. Ask students to place their stickers on their choices for most important topics.
- 5 Review the results of the dots and announce the winning topic. If there is a tie, or if any students have a concern about the winning topic, allow time for



## Procedures (continued)

discussion and debate.



Students may choose to focus on the positive results of the survey. In fact, research shows that students tend to overestimate negative behaviors including bullying. The concept of *social norm theory* is based on this idea. There have been several schools throughout the country (including New Jersey), that have used results from surveys to create awareness campaigns to show that the majority of students in their schools do not engage in bullying behavior. This has resulted in awareness and, in turn, a decrease in bullying incidents by changing perceptions of social norms. Your class may want to take part in this as a project. For more information on how to do this visit: [www.state.nj.us/education/students/safety/behavior/norms/](http://www.state.nj.us/education/students/safety/behavior/norms/).

Social norm theory is the idea that people think attitudes and behaviors of others are different from theirs, when in reality they are similar. They incorrectly assume that more extreme behaviors are representative of the majority and often are influenced by this assumption in their attitudes and behaviors. With bullying, this can lead to an increase in confirmed cases of HIB (Harassment, Intimidation and Bullying) and a decrease in the willingness of students to be upstanders.

### PART III: ACTION PLANNING

- 1 Students will now choose an action plan on the area of need they have chosen based upon the data they analyzed.
- 2 First, they will need to come up with a concrete, specific goal for the need area. For example, instead of “making the school a friendlier place,” the goal should be to “make our school a friendlier place for new students in the cafeteria and hallways.” Having a more specific goal will make the process of brainstorming action plan ideas easier for students.
- 3 Brainstorm ideas for plans students can create based on their goal. Students can research what other schools have done to inform their thought process.
- 4 As you move through your action plan, you may choose to use the *Action Plan Guidelines* handout to navigate the process.
- 5 After the action plan has been implemented, use the *Action Plan Reflection* handout to have students reflect on what they learned.

### SAMPLE ACTION PLAN IDEAS FOR HIGH SCHOOL

- Create a school webpage, similar to [bystanderrevolution.org](http://bystanderrevolution.org), with video

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interviews conducted by students. The students can interview adults in their school community (teachers, staff, family members), collecting knowledge and wisdom about their experiences with bullying.

- As a follow up to school surveys, generate a letter-writing campaign where students can anonymously write to teachers and staff telling them what they need to feel safe in school. This can be extended to a social media campaign with hashtags and be launched or celebrated with a school assembly.
- Create Friend-Zones in areas such as hallways and the cafeteria for anyone who may need a place to hang out, or people to be with. You can use this in conjunction with the *Sit With Us* app. This app was created by a student who did not want other students to sit alone. See [www.sitwithus.io/#!/Home](http://www.sitwithus.io/#!/Home) for details.

Check out elementary and middle school action planning ideas. The action plans can be differentiated and/or modified for various learning styles and abilities.



## Extensions

- After the plan is complete, have students educate others in the school district about their action plan and what they learned. This can be done at the local middle school as a way of creating more connections between schools in a district or at a board of education meeting.
- Show the YouTube video *Football Team Protects Bullied Girl* at [www.youtube.com/watch?v=6D1OZWpfdVU&feature=youtu.be](https://www.youtube.com/watch?v=6D1OZWpfdVU&feature=youtu.be) (1:45 min). Lead a large group conversation using the following questions:

- ① What social norms were shifted by the actions of the football team?
- ① How can shifting social norms create more empathy among students?
- ① How did the target benefit from the actions of the football players?
- ① How did standing up and changing social norms potentially affect the football players?



### FAMILY CONNECTION

- Use the *Action Plan Reflection* handout as a way to inform families about the action plan. Take the culled learnings from the entire class and have a community night program where students present their reflections to their families and members of the community.

# 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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## NEW JERSEY STUDENT LEARNING STANDARDS

<b>LESSON ONE</b> Building Relationships	<b>Grade Level(s)</b>	<b>NJ State Standard</b>
	Elementary School	<b>Comprehensive Health and Physical Education</b> 2.2.4.A.2; 2.2.6.A.1; 2.2.6.A.2 <b>ELA</b> SL.5.1.A <b>Social Studies</b> 6.1.4.D.19
	Middle School	<b>Comprehensive Health and Physical Education</b> 2.2.8.A.2 <b>ELA</b> SL.8.1.A <b>21st Century Life and Careers</b> CRP4. CRP12.
	High School	<b>Comprehensive Health and Physical Education</b> 2.2.12.A.2; 2.1.12.E.1 <b>ELA</b> SL.12.1.A

<b>LESSON TWO</b> Bullying vs. Normal Conflict	<b>Grade Level(s)</b>	<b>NJ State Standard</b>
	Elementary School	<b>Comprehensive Health and Physical Education</b> 2.2.4.A.2; 2.1.6.E.1; 2.1.6.E.2; 2.2.6.A.1 <b>ELA</b> ELA.2.2; SL.5 <b>Social Studies</b> 6.1.4.A.11
	Middle School	<b>Comprehensive Health and Physical Education</b> 2.1.8.E.1; 2.1.8.E.2; 2.2.8.A.1 <b>ELA</b> ELA 2.2; SL.5.1.A <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.
	High School	<b>Comprehensive Health and Physical Education</b> 2.1.12.E.1; 2.1.12.E.2; 2.2.12.A.1 <b>ELA</b> ELA 2.2; SL.12.1.A <b>Social Studies</b> 6.1.12.A.16.a; 6.3.4.D.1 <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12

## NEW JERSEY STUDENT LEARNING STANDARDS (CONTINUED)

<b>LESSON THREE</b> Recognizing the Roles People Play	<b>Grade Level(s)</b>	<b>NJ State Standard</b>
	Elementary School	<b>Comprehensive Health and Physical Education</b> 2.2.4.A.2; 2.2.6.A.2 <b>ELA</b> NJSLSA.SL1; NJSLSA.SL2 <b>Social Studies</b> 6.14.A; 6.14.D
	Middle School	<b>Comprehensive Health and Physical Education</b> 2.2.8.A.1; 2.2.8.A.2; 2.1.8.E.3 <b>ELA</b> ELA 2.2; SL.8.1.A <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.
	High School	<b>Comprehensive Health and Physical Education</b> 2.2.12.A.2; 2.1.12.E.1 <b>ELA</b> ELA 2.2; SL.12.1.A <b>Social Studies</b> 6.3.4.D.1 <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.

<b>LESSON FOUR</b> Upstander Strategies	<b>Grade Level(s)</b>	<b>NJ State Standard</b>
	Elementary School	<b>Comprehensive Health and Physical Education</b> 2.2.4.A.2; 2.1.6.E.1; 2.2.6.A.2 <b>ELA</b> ELA 2.2; SL.5.1.A <b>Social Studies</b> 6.14.A; 6.14.D
	Middle School	<b>Comprehensive Health and Physical Education</b> 2.1.8.E.1; 2.1.8.E.3; 2.2.8.A.1; 2.2.8.A.2 <b>ELA</b> ELA 2.2; SL.8.1.A <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.
	High School	<b>Comprehensive Health and Physical Education</b> 2.1.12.E.1; 2.12.A.2 <b>ELA</b> ELA 2.2; SL.12.1.A <b>Social Studies</b> 6.3.4.D.1 <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.

<b>LESSON FIVE</b> Responsible Reporting	<b>Grade Level(s)</b>	<b>NJ State Standard</b>
	Elementary School	<b>Comprehensive Health and Physical Education</b> 2.2.4.A.2; 2.2.6.A.1; 2.2.6.A.2 <b>ELA</b> ELA 2.2; SL.5.1.A <b>Social Studies</b> 6.14.A; 6.14.D
	Middle School	<b>Comprehensive Health and Physical Education</b> 2.2.8.A.1; 2.1.8.E.3 <b>ELA</b> ELA 2.2; SL.8.1.A <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.
	High School	<b>Comprehensive Health and Physical Education</b> 2.2.12.A.2; 2.1.12.E.1 <b>ELA</b> ELA 2.2; SL.12.1.A <b>Social Studies</b> 6.3.4.D.1 <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.

<b>LESSON SIX</b> Assessment and Action	<b>Grade Level(s)</b>	<b>NJ State Standard</b>
	Elementary School	<b>Comprehensive Health and Physical Education</b> 2.2.4.A.2; 2.2.6.A.1; 2.2.6.A.2; 2.1.6.E.2 <b>NJ Standards ELA</b> ELA 2.2; SL.5.1 <b>Social Studies</b> 6.14.A; 6.14.D
	Middle School	<b>Comprehensive Health and Physical Education</b> 2.2.8.C.3; 2.2.8.D.2 <b>NJ Standards ELA</b> ELA 2.2; SL.8.1.A; SL.6.4 <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.
	High School	<b>NJ Standards ELA</b> ELA 2.2; SL.12.1.A; SL.9-12.4 <b>Social Studies</b> 6.3.4.D.1 <b>21st Century Life and Careers</b> CRP1. CRP4. CRP5. CRP12.

## NEW JERSEY SOCIAL AND EMOTIONAL LEARNING COMPETENCIES AND SUB-COMPETENCIES

LESSONS:	1 ES	1 MS	1 HS	2 ES	2 MS	2 HS	3 ES	3 MS	3 HS	4 ES	4 MS	4 HS	5 ES	5 MS	5 HS	6 ES	6 MS	6 HS	
<b>SELF-AWARENESS</b>																			
Recognize one’s feelings and thoughts																			
Recognize the impact of one’s feelings and thoughts on one’s own behavior																			
Recognize one’s personal traits, strengths and limitations																			
Recognize the importance of self-confidence in handling daily tasks and challenges																			
<b>SELF-MANAGEMENT</b>																			
Understand and practice strategies for managing one’s own emotions, thoughts and behaviors																			
Recognize the skills needed to establish and achieve personal and educational goals																			
Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals																			
<b>SOCIAL AWARENESS</b>																			
Recognize and identify the thoughts, feelings and perspectives of others																			
Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds																			
Demonstrate an understanding of the need for mutual respect when viewpoints differ																			
Demonstrate an awareness of the expectations for social interactions in a variety of settings																			
<b>RESPONSIBLE DECISION-MAKING</b>																			
Develop, implement and model effective problem solving and critical thinking skills																			
Identify the consequences associated with one’s actions in order to make constructive choices																			
Evaluate personal, ethical, safety and civic impact of decisions																			



LESSONS:	1 ES	1 MS	1 HS	2 ES	2 MS	2 HS	3 ES	3 MS	3 HS	4 ES	4 MS	4 HS	5 ES	5 MS	5 HS	6 ES	6 MS	6 HS	
<b>RELATIONSHIP SKILLS</b>																			
Establish and maintain healthy relationships																			
Utilize positive communication and social skills to interact effectively with others																			
Identify ways to resist inappropriate social pressure																			
Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways																			
Identify who, when, where, or how to seek help for oneself or others when needed																			



## LIST OF HYPERLINKS BY LESSON

LESSON/GR. LEVEL	CONTENT	HYPERLINK
Introduction		<a href="http://www.youtube.com/watch?v=mJ4v7R3MbrU">www.youtube.com/watch?v=mJ4v7R3MbrU</a> <a href="http://www.njsbf.org">www.njsbf.org</a>
Lesson 1: About This Lesson	Building Relationships	<a href="http://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips">www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/learning-contexts/discussions/tips</a> <a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a>
Lesson 1:ES	Building Relationships	<a href="http://www.youtube.com/watch?v=PCSLhFlRcHE">www.youtube.com/watch?v=PCSLhFlRcHE</a>
Lesson 1:MS	Building Relationships	<a href="http://www.slido.com">www.slido.com</a>
Lesson 2:ES	Bullying vs. Conflict	<a href="http://www.youtube.com/watch?v=A882hGaX4Qc">www.youtube.com/watch?v=A882hGaX4Qc</a>
Lesson 2:MS	Bullying vs. Conflict	<a href="http://www.pacerteensagainstbullying.org/experiencing-bullying/cyber-bullying/#video">www.pacerteensagainstbullying.org/experiencing-bullying/cyber-bullying/#video</a> .
Lesson 2:HS	Bullying vs. Conflict	<a href="http://www.Athinline.org">www.Athinline.org</a> <a href="http://www.Cyberbullying.org">www.Cyberbullying.org</a> <a href="http://www.pbs.org/wgbh/pages/frontline/digitalnation/resources/parents/#b2ans">www.pbs.org/wgbh/pages/frontline/digitalnation/resources/parents/#b2ans</a>
Lesson 3:ES	Recognizing the Roles People Play	<a href="http://www.violencepreventionworks.org/public/bullying_effects.page">www.violencepreventionworks.org/public/bullying_effects.page</a>
Lesson 3:MS	Recognizing the Roles People Play	<a href="http://www.violencepreventionworks.org/public/bullying_effects.page">www.violencepreventionworks.org/public/bullying_effects.page</a>
Lesson 3:HS	Recognizing the Roles People Play	<a href="http://www.violencepreventionworks.org/public/bullying_effects.page">www.violencepreventionworks.org/public/bullying_effects.page</a> <a href="http://www.youtube.com/watch?v=AZ-pU7ozt3g">www.youtube.com/watch?v=AZ-pU7ozt3g</a> <a href="http://www.bullyingstatistics.org/content/adult-bullying.html">www.bullyingstatistics.org/content/adult-bullying.html</a>
Lesson 4: About This Lesson	Upstander Strategies	<a href="http://www.youtube.com/user/BystanderRevolution/featured">www.youtube.com/user/BystanderRevolution/featured</a> <a href="http://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf">www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf</a>
Lesson 4:ES	Upstander Strategies	<a href="http://www.youtube.com/watch?v=eeqQCyQOCPg">www.youtube.com/watch?v=eeqQCyQOCPg</a> . <a href="http://www.njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/school-climate-and-hib-law-formerly-known-as-teasing-bullying/">www.njsbf.org/school-based-programs/violence-preventionanti-bias-trainings/school-climate-and-hib-law-formerly-known-as-teasing-bullying/</a>
Lesson 4:MS	Upstander Strategies	<a href="http://www.youtube.com/watch?v=4gZOFUHLywg">www.youtube.com/watch?v=4gZOFUHLywg</a> <a href="http://www.slido.com">www.slido.com</a>
Lesson 4:HS	Upstander Strategies	<a href="http://www.youtube.com/watch?v=wW2xsZD-zBM">www.youtube.com/watch?v=wW2xsZD-zBM</a> <a href="http://www.youtube.com/watch?v=tY7ebZKuRWg">www.youtube.com/watch?v=tY7ebZKuRWg</a> <a href="http://www.youtube.com/watch?v=4gZOFUHLywg">www.youtube.com/watch?v=4gZOFUHLywg</a>
Lesson 5:HS	Responsible Reporting	<a href="http://www.stopbullying.gov/laws/new-jersey">www.stopbullying.gov/laws/new-jersey</a> <a href="http://www.adl.org/education-and-resources/resources-for-educators-parents-families">www.adl.org/education-and-resources/resources-for-educators-parents-families</a>
Lesson 6: About This Lesson	Assessment & Action	<a href="https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy">https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy</a>

LESSON/GR. LEVEL	CONTENT	HYPERLINK
Lesson 6:ES	Assessment & Action	<a href="http://www.tolerance.org/classroom-resources/tolerance-lessons/a-bullying-survey">www.tolerance.org/classroom-resources/tolerance-lessons/a-bullying-survey</a> <a href="http://www.bullyingawarenessweek.org/pdf/Bullying_Survey_Youth.pdf">www.bullyingawarenessweek.org/pdf/Bullying_Survey_Youth.pdf</a>
Lesson 6:MS	Assessment & Action	<a href="http://www.state.nj.us/education/students/safety/behavior/norms/">www.state.nj.us/education/students/safety/behavior/norms/</a> <a href="http://www.youtube.com/watch?v=X3ld9_p2bSo">www.youtube.com/watch?v=X3ld9_p2bSo</a>
Lesson 6:HS	Assessment & Action	<a href="http://www.youtube.com/watch?time_continue=2&amp;v=BgRoiTWkBHU">www.youtube.com/watch?time_continue=2&amp;v=BgRoiTWkBHU</a> <a href="http://www.socialnormsurveys.org/">www.socialnormsurveys.org/</a> <a href="http://www.schoolclimate.org/programs/csci.php">www.schoolclimate.org/programs/csci.php</a> <a href="http://www.state.nj.us/education/students/safety/behavior/norms/">www.state.nj.us/education/students/safety/behavior/norms/</a> <a href="http://www.sitwithus.io/#!/Home">www.sitwithus.io/#!/Home</a> <a href="http://www.youtube.com/watch?v=6D1OZWpfdVU&amp;feature=youtu.be">www.youtube.com/watch?v=6D1OZWpfdVU&amp;feature=youtu.be</a>

## NOTES

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