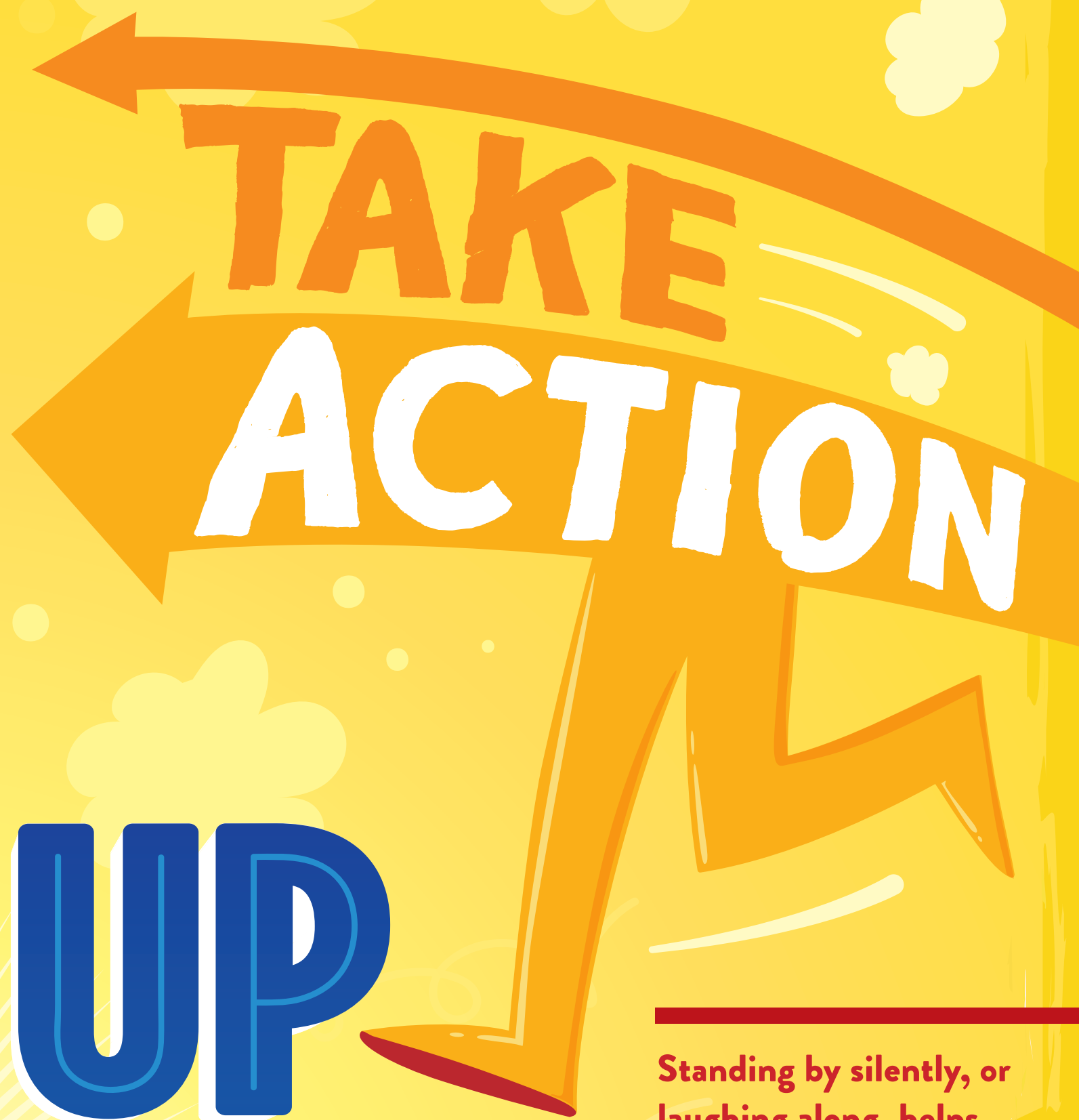


TAKE NOTICE



TAKE ACTION



Pay attention to situations in which you see a fellow student being bullied or harmed.

STAND UP AGAINST BULLYING!

Standing by silently, or laughing along, helps encourage bullying. If you can, try to help a child or teen who is being bullied find a way out.

BE KIND



Reach out and connect with any of your peers who might feel left out. A simple "hello" can make all the difference in someone's life.

speak UP



Tell a trusted adult if you see a child or teen who is being bullied. Ask for help.

BE AWARE

Children and youths who are bullied, or who bully others, are more likely to develop problems with drug and alcohol use, and to experience depression and anxiety. Even bystanders may be negatively affected. Helping to stop bullying now can protect everyone's future—including yours.



FIND OUT MORE: scholastic.com/headsup/standupagainstbullying

Grades 6–12

STAND UP AGAINST BULLYING

Health, Life Skills, and Language Arts Program to Help Prevent Student Bullying

Dear Teacher,

The National Institute on Drug Abuse (NIDA) and the Centers for Disease Control and Prevention (CDC) have joined Scholastic to develop this grades 6–12 health, life skills, and language arts poster/teaching guide that aims to prevent bullying as well as lower associated risks, such as substance use.

While studies support the importance of preventing aggressive behavior among middle and high school students, they've also shown that children and youths who are bullied may suffer long-term negative consequences—including depression, anxiety, and an increased risk for alcohol and drug use. But it's not only those who are bullied who may experience these consequences. Those who do the bullying—as well as bystanders—can also be affected.

Bullying creates an unsafe environment for students. However, students can help prevent bullying by standing up and speaking out. The lesson, activities, and work sheets in this program will help students build skills they need to identify potentially harmful situations around them and to determine steps they can take to safely intervene if they see a peer in trouble. By learning how to take action, they can make a difference not only in someone else's life—but they can help create a safer environment for themselves.

Download This Poster/Teaching Guide:

scholastic.com/headsup/teachers/standupagainstbullying

Supports Higher Standards

Classroom Poster Inside (folds out):



TOOLBOX

INSIDE: Poster • Lesson and Activities • Work Sheets

TOPICS: Bullying • Drug and Alcohol Use

KEY OBJECTIVES:

- Learn how to recognize situations that involve bullying.
- Build awareness about the negative consequences of bullying, including an increased risk of drug and alcohol use.
- Build an understanding about how a bystander's behavior can impact bullying.
- Build skills needed to help prevent bullying and safely intervene if someone is in trouble.

KEY STATISTICS:

- In a recent national survey, one in five high school students reported having been bullied at school in the prior 12 months. Sixteen percent reported having been cyberbullied.¹
- In a recent report, 25 percent of public middle schools reported that student bullying occurred at least once a week.²
- Studies have shown that all children and youths involved in bullying—from those who are bullied to those doing the bullying and to bystanders—have a higher risk of mental health problems and addiction.^{3,4} These negative effects can last into adulthood.

RESOURCES:

- Federal Partners in Bullying Prevention: StopBullying.gov
- Prevent Bullying: cdc.gov/features/prevent-bullying
- Understanding Bullying Fact Sheet: cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf
- Cyberbullying Fact Sheet for Teens: teens.drugabuse.gov/blog/post/four-things-know-about-cyberbullying

SUBJECTS

- Health/Life Skills
- Language Arts

NATIONAL HEALTH EDUCATION STANDARDS⁵

- Standard 1:** Comprehend concepts related to health promotion and disease.
- Standard 2:** Analyze the influence of family, peers, culture, and other factors on health behaviors.
- Standards 4 & 5:** Use interpersonal communication skills and decision-making skills to enhance health, and avoid or reduce health risks.
- Standard 7:** Practice health-enhancing behaviors and reduce health risks.
- Standard 8:** Advocate for personal and community health.

COMMON CORE STATE STANDARDS⁶

- RI.1:** Cite textual evidence
- RI.2:** Determine central idea and details
- W.1:** Write opinion texts
- W.2:** Write informative texts

¹ Centers for Disease Control and Prevention, *MMWR*: (2016) "Youth Risk Behavior Surveillance—United States, 2015." ² Musu-Gillette, et al., National Center for Education Statistics: (2017) "Indicators of School Crime and Safety: 2016." ³ Espelage, et al. (2010). *Bullying in North American Schools*, 2nd Edition. ⁴ Radliff, et al. *Addiction Behavior*: (2012) "Illuminating the relationship between bullying and substance use among middle and high school youth." ⁵ CDC, National Health Education Standards, cdc.gov/healthyschools/sher/standards/index.htm. ⁶ CCSS, corestandards.org.

LESSON and ACTIVITIES

Time Required: Two 30-minute class periods plus additional time for optional reinforcement/wrap-up activity.

Reminder: Before hanging the poster, be sure to copy the materials on the poster back.

PART 1 | Poster Discussions

Hang the poster and use it to engage students in a conversation about bullying. The questions and possible answers below may help to guide your discussion. You can revisit these after completing the activities:

- *What is bullying?* (Bullying is a form of violence among two or more children/youths that can include physical attacks or emotional or social abuse, comprising verbal or written actions such as name-calling, teasing, threats, spreading rumors, or excluding someone from a group. Bullying is unwanted aggressive behavior that involves an observed or perceived imbalance of power and occurs repeatedly over time. Bullying may inflict harm or distress on the targeted youth.)
- *Who is impacted when a child or youth is bullied? How are they affected?* (Those affected by bullying include the child or youth who is bullied, who may feel isolated and sad; the child or youth who bullies others, who may or may not feel bad about his or her behavior; and the bystanders, who may be scared that they will also become victims.)
- *Why is it important to stand up and speak up if you witness a peer who is in trouble?* (The student may be afraid to ask for help. You could be the person who safely helps him or her get out of a harmful situation. You could help make your environment safer. You may help protect him or her from long-term consequences, including depression, anxiety, and addiction.)
- *Why do you think many students do not take action when they see another student being bullied?* (Students may feel sad or scared. They may feel relieved that they are not being bullied. Bystanding students might not want to get involved in such harmful situations.)

PART 2 | Activity—Bullying: Recognizing a Problem

This activity presents students with scenarios that may or may not involve bullying, and helps them to pay attention to details or clues that may indicate a peer is in trouble.

Step 1: As a class, quickly brainstorm a few situations that involve bullying. Ask students if they think bullying is always obvious. Could bullying sometimes look like friendly pranks? Refer to the step on the poster front “Take Notice” and discuss why it is important to be able to recognize bullying. (The first step in making a difference is recognizing that a peer is in trouble.)

Step 2: Hand out the work sheet “Bullying: Recognizing a Problem” and have students complete Part 1 of the work sheet in pairs.

Step 3: When everyone is finished, summarize the key points that students discussed about how you can tell if a peer is being bullied or is struggling in other ways, such as with drugs and alcohol. (There are clues about whether a behavior is bullying, such as: if a group of students is isolating another student, or if messages are mean-spirited, or if one student is repeatedly the target of attacks, etc. It may be a clue that the behavior is not bullying if, for example, it is a onetime joke and the student who is at the center is good friends with the other students.)

Step 4: Have students complete Part 2 of the work sheet individually and then discuss their answers. Together, make a list of safe actions that students can take when they see a peer in trouble (for example: alert a teacher; reach out to the student in trouble by inviting him or her to join a lunch table or an activity after school; avoid sharing hurtful messages, etc.). Highlight the importance of reaching out to a trusted adult. Make a list of the adults at your school with whom students can talk, such as a guidance counselor. Find more advice for educators and students about bullying prevention strategies that have been shown to be effective at stopbullying.gov/what-you-can-do/index.html.

PART 3 | Activity—Bullying: Who’s Involved?

Step 1: During another class period, distribute the work sheet “Bullying: Who’s Involved?” Have students read the descriptions of bullying participants, and then identify the participants in the illustration. (Answers are listed on the work sheet.)

Step 2: Next, study the scenario in the illustration. Ask for volunteers to act out the individual roles in the scenario. One by one, discuss each of the roles. Ask the players to explain how they would feel in that situation. What are some specific impacts the situation might have in the short term and in the long term?

Answers will vary, but some possible discussion points include:

may feel powerful in the short term	Student who bullies
may or may not feel bad in the short or long term about the behavior because he or she bullied or did not help the victim	Student who bullies; Follower; Silent bystander
may turn to alcohol or drugs in the short or long term with the mistaken idea that it will make them feel happier	All
may feel sad or scared to witness frightening interactions	Follower; Silent bystander; Defender
may feel depressed in the short or long term from the bullying experience	All
may feel isolated and alone especially when other students don’t reach out to help	Student who is bullied
may be scared to go to school in case bullying occurs	Student who is bullied; Follower; Silent bystander; Defender
may be scared that they will become a victim	All
may feel proud that he or she tries to help the victim	Defender

Finally, go back through the roles and discuss how each participant might change his or her behavior to positively improve the situation.

Step 3: Ask for a volunteer to read aloud the “Also Involved” section on drugs and alcohol. Discuss the “Think About It” questions as a class.

PART 4 | Activity—Reinforcement/Wrap-Up

As a class, discuss how bullying creates an unsafe environment in your school. According to the U.S. Department of Education, bullying can violate a student’s civil rights—or the legal right to freedom and equality. Discuss the anti-bullying policies in place at your school. Brainstorm ways you could help make your school a safer place. Some ideas might include signing a specific pledge that says you won’t bully other students or creating posters to inform students about the potential health risks of bullying. Then create the necessary materials to put your plan into action.

BULLYING: RECOGNIZING A PROBLEM

PART 1 DIRECTIONS:

In order to stand up and help stop bullying and other harmful situations, it's important to be able to recognize when they are occurring. Sometimes, as with a physical attack, bullying is obvious. Other times bullying may look a lot like friendly joking around. Read the scenarios below. Then discuss with a partner whether or not you think this is a situation in which a student is being harmed. Which details help you recognize a harmful situation? (Write these down.)

Scenario A

You are in the cafeteria when you see Erica walking in with a full tray of food. It's busy in the cafeteria, and there aren't many free chairs left. She starts moving toward a table full of chatting girls. There is a backpack on the only open chair. You see that when Erica asks if the chair is free, the other girls keep chatting and ignore her.

Scenario B

A group of three boys are gathered on the playground before school starts. You notice they are whispering, and one is holding what looks like a large fake spider. They approach another boy named Sam who is standing alone. You see that while two of the boys start talking to Sam, the other boy quietly slips the spider into Sam's backpack. When everyone is in class later, Sam opens his backpack and spots the spider. He screams and drops his bag. The three boys burst out laughing.

Scenario C

Every day during a free period, Chloe, who is one of the quieter students in school, goes to the gym and practices a dance routine. Over the course of several days, a couple of girls follow Chloe and secretly take videos of her dancing. They send messages to you and other students with links to the videos online. The messages include unkind comments about Chloe's dancing.

Scenario D

Daniel had always been outgoing, but in the last year you notice that people would make mean comments anytime he posted photos online. Recently, you observe that he is not hanging out with his friends. He has dropped out of many activities, and his behavior has changed. He seems angry. You've also spotted him sitting alone on the school grounds drinking from a thermos when he should be in class.

PART 2 DIRECTIONS:

Choose one of the scenarios above that you think involves a child or teen who is being bullied or is struggling with drugs or alcohol. Think about how you can stand up for the person in the harmful situation. Write a paragraph describing the steps you might take to try to stop or prevent the situation. Explain at least three specific actions you might take. Refer to the action tips in the box to the right as you write your paragraph.

TAKE NOTICE

- Is a fellow student being left out or treated unkindly, either in person or online?
- Has your schoolmate's behavior suddenly changed, or does he or she seem sad or angry all the time? These may be signs that he or she is experiencing depression, anxiety, or substance use.



TAKE ACTION

- Do something. Doing nothing can make a situation worse.
- Report cyberbullying instead of passing on hurtful messages.
- If possible, try to help a child or teen who is being bullied find a safe way out of a situation or situations.
- Get involved with programs in your school to help prevent bullying.



SPEAK UP

- If you see or read something that makes you feel uncomfortable, tell a parent, teacher, or other trusted adult.
- Remember that adults don't always know everything that is happening.



BE KIND

- Engage and include one of your peers who might be feeling left out, such as by asking her or him to sit with you at lunch or on the bus. Or extend an invite to join in on an activity after school.
- Pay compliments to fellow students.



BE AWARE

- If you see signs that a child or teen is suffering from depression or anxiety, or that he or she has begun using drugs or alcohol, talk to a trusted adult about your concerns.



BULLYING: WHO'S INVOLVED?

Directions: Read the following list of student participants in a bullying situation. Then look at the illustration and identify each participant.

PARTICIPANTS IN A BULLYING SITUATION

- **Student who bullies**
- **Student who is bullied**
- **Follower** (student who goes along with the bullying—for example, by laughing)
- **Silent bystander** (student who sees the bullying and does nothing)
- **Defender** (student who takes action to address the bullying situation)

STEP 1: Explain on separate paper how you think each participant is affected by, or affects, the situation. Are they positively or negatively affected?

STEP 2: Study the scenario in the illustration and the individuals involved. What are some impacts for each participant in the short term and in the long term? How might each participant change his or her behavior to positively improve the situation?



ALSO INVOLVED: Health Problems From Alcohol and Drugs

Bullying can have many short- and long-term consequences on those involved. Children or youths who are bullied may experience health problems, such as trouble sleeping or headaches. They may have difficulty concentrating and may struggle in school. Mental health problems associated with bullying, such as anxiety and depression, can last long into adulthood.

But did you know that bullying can also increase the risk that a young person will use drugs and alcohol? Studies have shown that middle and high school students who are involved in bullying situations are more likely to develop a substance use disorder. This includes the student who is doing the bullying as well as the student being bullied.

THINK ABOUT IT: Discuss the different ways drugs and alcohol may be connected with bullying. Why do you think students who bully others, or those who are bullied, might be more likely to use drugs and alcohol? How might this affect a bullying situation?