

Bullying: Becoming an Upstander

Goal

Increase understanding of the definition of bullying and explore empathetic responses to bullying

Getting Ready

Gather

- Pens/Pencils, Markers/Colored Pencils/Crayons, Colorful Paper, Scissors, Tape
- For Extension (if applicable): Chart paper or poster board, additional art supplies such as stickers, glitter, etc.
- Optional: Music

Prepare

- Review *Word Web Facilitation Strategy*.
- Review "Bullying Scenarios" Facilitator Resource, then chose which to read during Experience section.
- For Extension, Option 1 (if applicable): Copy and cut "Bullying Scenarios" Facilitator Resource, then choose which to use.

Decide

- For Extension, Option 1 (if applicable): How to form groups; *Suggested Group Former: Pick A Card*







Knowing Yourself & Your Teens

What is your experience with bullying behavior?

How much/what experience with bullying behaviors have participants shared previously? How common is bullying in your setting? How do adults generally respond? How might participants' experiences effect discussion during this lesson?

Consider how to support participants who share concerning experiences with bullying behavior. What resources are available to provide additional support?

MULTIPLE INTELLIGENCES

-  Interpersonal
-  Intrapersonal
-  Body/Kinesthetic
-  Verbal/Linguistic
-  Visual/Spatial
-  Musical/Rhythmic

B

FACILITATOR TIP



During this lesson, use language such as “person using bullying behavior” and “person being bullied” rather than labels such as “the bully” or “the victim.”

Share

- Today in TOP Club, we will discuss bullying.
- This topic can be very sensitive, so we will need to pay close attention to our group guidelines.
- We are all part of keeping TOP a safe space.
- We don't necessarily know who in our TOP Club has had difficult experiences with this topic, either personally or with a friend or loved one, so it's important to be patient, kind and supportive of one another.
- Remember that it is not okay to put other people on the spot or identify other people by name and share their personal experiences.
- I can stay after TOP to talk to anyone who would like to talk more. If you feel like you need to talk and talking to me doesn't feel comfortable, I encourage you to think about another adult who you trust to talk to.

E

Using the *Word Web Facilitation Strategy*, ask

- What is empathy?
- What are some examples of ways people might use empathy to help them show compassion, or caring and support, to other people?

If participants don't identify the following, add

- Being sensitive to the emotions and experiences of others.
- Understanding what someone else might be feeling; putting yourself in their shoes.

Using the *Word Web Facilitation Strategy* (creating a second Word Web), ask

- What is bullying?
- What are some examples of ways people might bully other people?
- Where does bullying happen?
- How can bullying effect the people who are bullied?

If participants do not identify the following, add

- Bullying is when a person or group of people does or says things to hurt another person in a way that is repeated, or has the potential to be repeated, over time.
- Someone who is bullying uses their power—like their physical strength, access to information, or popularity—to control or harm others.
- Bullying can have very serious consequences.

If participants do not identify cyberbullying as a type of bullying, ask

- Has anyone heard the term cyberbullying? What is it?
- What are some ways people use technology to engage in bullying?

If participants don't identify the following, add

- Cyberbullying occurs when technology, such as cell phones, computers and tablets, as well as social media sites, text messages, chat features and websites, are used to harass, threaten, embarrass, or target another person.

Ask

- Why do you think people engage in bullying behavior?
- Why do you think people engage in cyberbullying?
- How would you describe the difference between empathy and bullying?

If participants do not identify the following, add

- Empathy is used to connect with and support others.
- Bullying behavior is used to hurt, isolate and control others.

Share

- When we think about bullying, we often think about the person who is doing the bullying behavior and the person who is being bullied.
- However, there's another role that is often overlooked.

Ask

- Can anyone think of who else may be involved?

Share

- People who are aware of or witness bullying are "bystanders."
- For example, let's say someone bullied someone else by regularly making fun of them, saying mean and hurtful things in the hallway, lunchroom and at other times.
- Other people who were around when this bullying behavior happened and who saw and heard it are bystanders.

Write "bystander" on the board/chart paper.

Share

- We can think of bystanders as people who "stand by" as bullying behavior occurs.
- Bystanders can be very important in interrupting bullying behavior by changing the way they respond.
- When bystanders stand up for the person being bullied, they become "upstanders."

Write "upstander" on the board/chart paper.

Ask (write responses on board/chart paper)

- What could someone who witnessed bullying do to become an upstander?

Share

- Let's look at some examples of how an upstander could respond to bullying behavior.
- I'll read a scenario. If you have an idea for how an upstander could respond, stand up to share it.

Read at least 2 scenarios (more if time allows) from the "Bullying Scenarios" Facilitator Resource. As participants stand, have them identify how they could be an upstander in that situation and add their idea to the "upstander" list on the board/chart paper if it is not already there.

After you have finished reading scenarios, ask

- Are there any other upstander behaviors you thought of while we discussed these scenarios that we should add to our list?

If the list does not include the following, add

- Talk to the person who is bullying—tell them what you think about what they are doing, ask them how they think the person who is being bullied feels, etc.
- Stand up for the person who is being bullied.
- Talk to other bystanders—make a plan to become upstanders together.
- Show care, support and kindness to the person being bullied.
- Talk to an adult—ask for help.

Ask

- How would someone know when they should tell an adult? (If there is a risk to safety, they feel uncomfortable, or the person bullying someone else has not stopped.)
- What adults could someone talk to?
- How does being an upstander involve using empathy?

Pass out colorful paper, scissors and crayons/markers/colored pencils.

Share

- Think about a symbol that represents being an upstander—for example, a heart, peace sign, etc.
- Draw it on your paper—make it take up the whole paper. If you'd like to cut it out, you can.
- Next, think about our list of upstander behaviors and choose one to write or draw on your symbol.
- I will ask you to share what you make with the rest of us.

FACILITATOR TIP



Consider playing music while participants work.

R/D/A

When participants have finished, have them take turns sharing and taping what they made over the “Bullying” *Word Web*.

Ask

- What do you think about seeing all our symbols hanging up together, covering the “Bullying” *Word Web*?
- How difficult is it to be an upstander instead of a bystander? Why is it difficult?
- If everyone in a community was an upstander, how would that effect the community overall?

+ Extension goes here

Share

- Remember, if anyone would like to stay after TOP to talk, I'm available.

Extension

Option 1

FACILITATOR TIP



Do not use this option unless you feel comfortable that participants have the maturity and empathy skills necessary to maintain emotional safety in the group while role playing. Make sure participants understand that the focus of the role play should be on the actions of the upstander, not the bullying behavior. Make sure role plays do not become too intense for the people playing the characters.

Divide participants into groups and give each group a “Bullying Scenario” from the Facilitator Resource.

Share

- Create a role play showing how someone could be an upstander, instead of a bystander, in your scenario.

Give groups time to prepare, then have them share their role plays.

After each role play, ask

- How did the upstander use empathy and compassion?
- Would this be easy or difficult to do in real life? Why?

Option 2

Share

- At many schools and organizations, teens lead anti-bullying campaigns encouraging their peers not to bully and to become upstanders, not bystanders.

Ask

- What could an anti-bullying campaign look like here, in our school/organization?

Share

- Anti-bullying campaigns often include posters that encourage people to use empathy and not support bullying behaviors.
- Let’s spend some time making posters to hang up here.

Allow participants to choose to work in groups or on their own.

FACILITATOR TIP



Consider playing music while participants work.

When participants have finished, have them share their posters and hang them up.

Ask

- Would you like to continue doing anti-bullying activities for our Community Service Learning?
- What could we do next?

FACILITATOR TIP



Many resources exist to support anti-bullying activities and campaigns. See Wyman Connect for a list of websites that may be helpful in planning additional anti-bullying activities, including the following:

<http://www.bullybust.org/>

<http://www.tolerance.org/>

Adapted with permission from National School Climate Center (NSCC). (n.d.). *BullyBust: Promoting a Community of Upstanders*. Retrieved April 26, 2017, from <http://www.bullybust.org/>

Bullying Scenarios

Instructions

- Change names or details as appropriate for your group.
- Choose scenarios your participants will identify with.
- As necessary, create additional scenarios relevant to participants in your community.



Shana frequently makes fun of Jordan, who doesn't have a lot of friends. Shana draws attention to Jordan, laughing at their clothes and teasing them about not having new or fashionable stuff to wear. Sometimes Shana posts pictures of Jordan on social media and writes captions like "Someone needs a trip to the mall."

Eli is shorter than most of the guys your age. Will often shoves Eli into things and teases him about his height, including calling him names like "Eli the Elf."

Nick takes Ian's lunch every day. At this point, he just walks right up to him and holds out his hand, expecting Ian to hand it over. Whenever Ian sees Nick coming toward him, he starts to look sad and upset.

Raul is new to school and ever since he came, Barrett has been spreading rumors about him, making up things about Raul at his old school. Often, when they are in the hallway, Barrett loudly says things like "Hey Raul, someone told me that at your old school, you were held back twice." Everyone laughs and when Raul says it's not true, Barrett just says something like "Sure it's not."



Ashley and Sue have created a fake social media account and they use it to send mean messages to Mo. They send a message almost every day, with things like “Everyone is talking about you, Mo” or “No one likes you.”

Everyone knows that Keon is smart and gets good grades. Lucas used to tease Keon about being smart, but now he forces Keon to give him the answers to their homework. Lucas tells Keon that if he doesn’t give him his answers or if he tells, he will beat him up.

Santiago has a birthmark on his cheek and Mark always makes fun of him for it. He calls him names and pretends like Santiago has a disease or something that he could catch—Mark will say things like “Ew, don’t stand next to him, you might catch that” to people near Santiago.

Karina isn’t allowed to shave her legs. Other girls tease her about it, saying she looks like she has fur and by leaving shaving razors on her desk or in her locker.

Derrick has always loved music and dancing. He decided to try out for the cheer squad and made it, but ever since, he has been teased constantly. People point at him and laugh during the squad’s routines, ask him where his skirt is and call him a girl.