

Upstanders against bullying: Practicing gratitude for making a moral choice to create safer, more supportive, and positive places for each other.

Kid-centered goal: Being an upstander against bullying takes courage, action, assertiveness, compassion, and leadership. Telling a friend who is bullying to stop is hard. You have to be able to use your voice. The bully may be mad at you, but you will be doing the bully a huge favor in the end by helping them stop really hurtful behavior. Doing something that does not support the bullying can send a really strong message and can open others' eyes to recognize the problem. Upstanders like you have the gift of compassion and recognize when someone is hurt. You want to take steps to help, which makes you a leader teaching others.

Notes to parents: Our goal is to teach kids how to identify bullying and how to stand up to it safely.

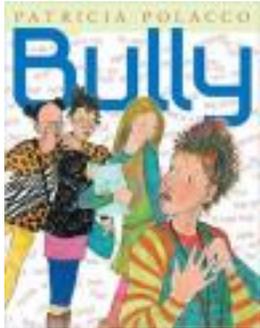
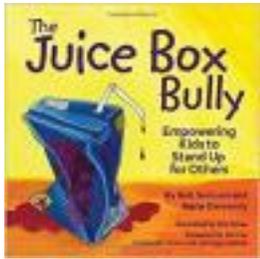
Before you start, define some terms:

- **Bully:** A bully is a person who purposely tries to hurt others by: making them feel uncomfortable; hurting them by kicking, hitting, pushing, tripping, etc.; name-calling; spreading nasty rumors. The bully hurts the other person over and over. Bullies do what they do because they think that they will win or get what they want. Sometimes they want to impress or entertain their friends, or they enjoy feeling power over someone because sometimes they are being bullied by someone else! Sometimes they do not even realize that they are hurting the other person.
- **Bullying:** Bullying is unwanted, aggressive, unkind behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying is when someone keeps picking on someone else because they think they're cooler, smarter, stronger or better than them.
- **Bystander:** those who watch bullying happen or hear about it. Bystanders can either contribute to the problem or the solution.
- **Ally:** Someone who speaks out for someone else or takes actions that are supportive of someone else. ● **Upstander:** An upstander is someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up. Being an upstander is being a hero: we are standing up for what is right and doing our best to help support and protect someone who is being hurt. In many ways, this is another word for being socially responsible.
- **Bias:** When we assign certain qualities to other people, sometimes positive and sometimes negative. This can affect how we treat others.
- **Respect:** how you feel about someone and how you treat him/her.

Talk about the issue.

- What do you think is the difference between bullying and teasing? (Hint: One of these is more intentionally mean, recurring, and involves a difference in power between two or more people.) ● Do you ever feel lonely or left out? What do you do to feel better? What else can you do? ● Do you ever see other kids at your school being bullied? How does it make you feel to be a bystander to such behavior?
- How do you think you could help a friend or classmate who is being bullied? Let's make a list of great qualities about each of us. Why do you think it is important to think positive thoughts about yourself?

Suggested Book list:

BOOK	SUMMARY	AGE RANGE
<p><u>Bully</u>, by Patricia Polacco</p> 	<p>Lyla finds a great friend in Jamie on her first day of school, but when Lyla makes the cheerleading squad and a clique of popular girls invites her to join them, Jamie is left behind. Lyla knows bullying when she sees it, though, and when she sees the girls viciously teasing classmates on Facebook, including Jamie, she is smart enough to get out. But no one dumps these girls, and now they're out for revenge. Patricia Polacco has taken up the cause against bullies ever since Thank You, Mr. Falker, and her passion shines through in this powerful story of a girl who stands up for a friend.</p>	<p>Written for ages 8-10, but can be extended through conversation, for ages 11-13.</p>
<p><u>One</u>, by Kathryn Otoshi</p> 	<p>Blue is a quiet color. Red's a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don't like what they see, but what can they do? When no one speaks up, things get out of hand – until One comes along and shows all the colors how to stand up, stand together, and count. As budding young readers learn about numbers, counting, and primary and secondary colors, they also learn about accepting each other's differences and how it sometimes just takes one voice to make everyone count.</p>	<p>Written for ages 4-6, but can be extended through conversation, for ages 7-9.</p>
<p><u>The Juice Box Bully: Empowering Kids to Stand Up for Others</u>, by Maria Dismondy</p> 	<p>When Pete starts attending a new school, his classmates are very welcoming to him but he responds with taunts and put-downs, by ruining a soccer game, and squirting juice onto one of his classmate's shirts. The kids in his class tell him firmly that they will not tolerate unkind behavior because they all made a promise: "We promised that in this class, no one would stand by and accept bad behavior. When someone acts hurtfully, we all speak up." Pete is initially resistant to making the promise because, he later reveals, he used to be picked on at his old school and nobody ever stood up for him. When Ralph stands up for Pete's right to be treated kindly despite his bad behavior, Pete decides to give the promise a try.</p>	<p>Written for ages 6-10, but can be extended through conversation, for ages 11-12.</p>
<p><u>Say Something</u>, by Peggy Moss</p> 	<p>At this school, there are some children who push and tease and bully. Sometimes they hurt other kids by just ignoring them. The girl in this story sees it happening, but she would never do these mean things herself. Then one day something happens that shows her that being a silent bystander isn't enough. Will she take some steps on her own to help another kid? Could it be as simple as sitting on the bus with the girl no one has befriended (and discovering that she has a great sense of humor)? Resources at the end of the book will help parents and children talk about teasing and bullying and find ways to stop it at school. One child at a time can help change a school.</p>	<p>Written for ages 5-8, but can be extended through conversation, for ages 9-12.</p>

Bully, by Patricia Polacco

Extension activities and possible discussion points

AGES 8-10: Before, during, and after reading discussion ideas

- **Before reading the book**, make predictions based on the title and cover pictures.
- **While reading the book**,
 - **Stop at end of page 9: How does Lyla's friendship with Jamie help her adjust to her new school? What sets Gage, Kenyon, and Maeve apart from the other students?**
 - **Stop at end of page 15: Lyla feels uneasy after Gage's reaction. What does it mean to feel uneasy? Why do you think Jamie tells Lyla to be careful around Gage and her friends?**
 - **Stop at end of page 21: Why does Lyla want a cell phone and laptop? What does Lyla admire about Jamie? Why?**
 - **Stop at end of page 27: Why does Gage want to make Lyla over? What does this say about their friendship? Lyla is "torn" when her friends make fun of Jamie. What does this mean about how she is feeling? (The teacher can choose to stop here and finish the book in another session or continue with the reading.)**
 - **Stop at end of page 33: At first, Lyla likes being part of the popular girls. What happens that changes her feelings about them? How does Jamie explain why some people are bullies? When she stands up for Jamie against Gage, what does Lyla mean when she says, "I was walking on air?"**
 - **Stop at end of page 41: Why do you think Gage, Maeve, and Kenyon are friendly to Lyla after the state test? How does Lyla's life change after she is accused of cheating? Why do you think Gage pretends to support Lyla?**
 - **Stop at end of page 46: How does Jamie prove his friendship to Lyla?**
 - **At the end of the book, Lyla asks the reader, "What would you do?" Discuss how you would answer her.**
- **After reading the book**,
 - **Lyla's dad explains Gage's behavior by saying, "...in order for people like Gage's candle to glow brighter, she has to blow out yours." What does he mean?**
 - **What does Lyla learn about friendship? Use specific details from the text in your answer.**

AGES 10-13: Compelling Questions

- **Do you know anyone who has been bullied online (cyberbullied)?**
- **Have you ever been bullied online?**
- **What effects can cyberbullying have on the victim?**
- **How is cyberbullying different from other forms of bullying?**
- **Why do you think some people bully others online?**
- **What is the best way to take away a bully's power over you?**
- **What should you do if you are being cyberbullied?**

One, by Kathryn Otoshi

Before reading the book:

- Do you remember a time when you were bullied? How did that make you feel? Did you have a friend who stood up for you, if not, did you think it would have made it better if you had someone?
- Set purpose: We are going to look at how Blue feels when he is bullied by Red. While we are reading the story, think about how Blue feels that no one will help him stand up to Red until One comes along.
- Also ask yourself: What would you have done if you had been one of the other colors? What would you have said to Red?

While reading the book, questions to spark conversation:

- What does Blue think of himself?
- How do his feelings change when he meets Red?
- At the beginning, how did the other colors respond to Red's anger and hurtful words?
- What happened to Red when no one asked him to stop being mean?
- How did One stand up to Red?
- What happened when One stood up to Red.
- How did One seek help from the other colors?
- How did everyone help Blue when Red tried to roll over him?
- What happened when everyone said, "NO" to Red?
- When was Red asked to be part of the group that counts?
- How did Blue show that Red could "count"?

After reading the book, questions to consider:

- Have you ever felt like Blue? Red? Yellow?
- Explain when you felt that way?
- What would you do if you were Blue?
- Would you stand up for Blue?
- Has anyone ever said something that made you feel bad?
- What did you do when that happened?
- Did anyone help you?
- Would you have invited Red to become your friend after everything had happened?
- Why did the colors decide to become upstanders?
- What could you say if someone says something unkind to you?
- What could you say if someone says something unkind to your friends?
- Why do you think Red was unkind to Blue?
- Why did the other colors not stand up to Red?
- Would there ever be a situation where it would be more sensible to just walk away from a bully, rather than standing up to them? What could you do instead?
- If someone says something that you don't agree with does that make them wrong?

Everyone Can *Count!*

I know that I count because

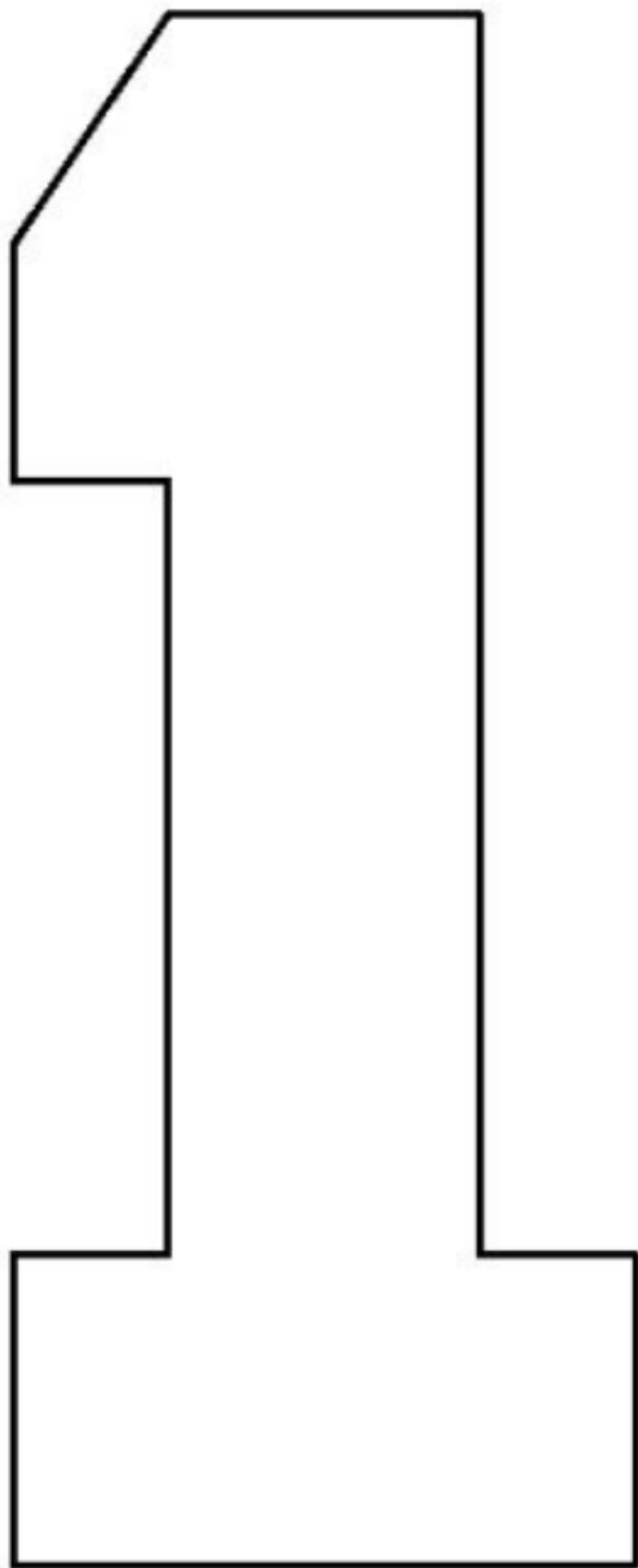
I can help others count by

We can include others by

We can take a stand by

Art Extension on the Number 1 to accompany *One* by Kathryn Otoshi:

- **Primary ages, 5-8:**
 - Use watercolors to experiment painting different shades of colors.
 - With your child, assign feelings to the shades, for example dark blue = really sad, light blue = peaceful, etc.
 - Read the different situations below. Give your child time to paint the feeling it gives them on the #1.
- **Situations:**
 - Teasing someone about the way they look.
 - All the kids you know playing together in a big group.
 - Being left out of a game.
 - Being asked to join in an activity.
 - Taking turns and sharing.
 - Someone hogging all the turns.
 - Problem-solving with a friend when something goes wrong.
 - Tattling on a friend to get them in trouble.
- **Upper Elementary ages, 9-12:**
 - Read different scenarios.
 - Draw or write different ways you can be the ONE in that scenario on the #1
- **Scenarios:**
 - One of your friends tells another classmate, “You can’t sit here” during lunch.
 - You see someone getting teased about the way they look.
 - It’s recess and your group tells another kid, “You can’t play with us.”
 - A 5th grade student keeps pushing a 1st grade student on the playground.
 - A classmate is calling one of your friends names.
 - Someone gets laughed at in class for saying the wrong answer.



The Juice Box Bully: Empowering Kids to Stand Up for Others

By Maria Dismondy

Extension activities and possible discussion points

AGES 4-7: Before, during, and after reading discussion ideas

- **Before reading the book, ask:**
 - Look through the book together and talk about what you think might happen.
 - Think about a time when someone treated you unfairly. How did this make you feel?
 - How do you problem solve with friends at school?
 - What happens at your school if someone is not making kind choices to another classmate?

- **While reading the book, ask:**
 - Which character did you like reading about the most?
 - Stop after reading the first page. Ask, “what it means to be a team?”
 - On page 18, what rule did Ruby break?
 - After page 22, ask “Who is being a bystander?”
 - On page 28, why do you think Pete had a change of heart?
 - What was the problem in this story. How could the problem get solved?

- **After reading the book, ask:**
 - Which illustration is your favorite and why?
 - Who was a brave character in this story? What made him/her brave?
 - What could be a different ending for the story?
 - Give examples of where Ruby makes a decision in the story. Does it happen more than once?
 - Have you ever been teased? What happened when you got teased?
 - Pick one of the character traits that are featured in the illustrations (Respect, Honesty, Bravery) and draw a picture to match what this word means to you.

AGES 8-13: Compelling Questions/Activity Ideas

1. Discuss the book *The Juice Box Bully* and decide which type of community it was. What was the evidence in the text and illustrations that lead you to believe this? How is the community in the book similar or different from your school community? Have the children look at both physical characteristics of the surroundings at the school but also how the children behave in the school. One major similarity should be how the members of both communities work together as good citizens by following the rules and making good choices.
2. In what ways did the children in the book stand up for each other? How can we stand up for each other here in our classroom, proving not to be bystanders?
3. How is the safety of your community (school community, classroom community, neighborhood community, home community) affected when there is bullying happening?
4. How does this type of bullying affect you, even if you are not the one being bullied?

Say Something, by Peggy Moss

Extension activities and possible discussion points

BEFORE reading activity: The title of this book is really powerful. Try this idea: Leave the book cover alone, but on the inside of the book, cover up the words (use Post-It notes for quick coverage) so your child can only see the pictures. Using the title, and the inside illustrations, have your child tell or write a story. Then after your reading, your child could go back and see how the two stories (theirs and the actual one) compared.

AGES 5-8: Before, during, and after reading discussion ideas

- **Before reading the book:**

- The book has a simple title: Say Something. When is it easy to say something? With friends and family, when playing a game. When is it hard to say something? In front of a large group, in front of adults, when we are afraid.
- How do you feel when you are brave or confident? Energetic, positive, happy. How do you feel when you are afraid? Heart races, face flushes, stomach hurts.
- Read the quotation on the first page of the book: "If you think you are too small to make a difference, try sleeping with a mosquito." Discuss the following questions:
 - What does this quote mean to you?
 - How does a mosquito make a difference? What other small things can have an impact? Splinters, bee stingers, raindrops.
 - Why do you think the book starts with a quote?

- **After reading the book, ask:**

- At the beginning of the book, the narrator describes students in her school who get "picked on all the time."
 - Why do you think these students get picked on?
 - How do you think they feel?
 - What do you think the other children are feeling while this happening?
 - Why might someone ignore or just watch teasing or bullying take place without saying something?
- The girl acts and reacts in several different ways in response to what she sees and feels. What actions are helpful in the story? What actions are not?
- How does the narrator feel when the children at the next table just watch her getting teased even though she thinks they might feel sorry for her?
- After this event the narrator decides to sit next to the girl who is always sitting alone. Why do you think she makes this choice?
- "If you think you are too small to make a difference, try sleeping in a room with a mosquito." After reading the story what does this quote mean to you now?

Ages 9-12: Extension discussion questions and activities

- Fold a piece of paper in half. In the top half, have your child write the word *bystander* and write down a time when your he/she saw a bullying situation or conflict happen but did nothing. In the bottom half, have your child write the word *upstander* and write about a time when he/she saw something happen and decided to respond to the situation.
- Use words, drawings, magazine clippings, colors, song lyrics, photos, or any other materials to represent the feelings that match the bystander situation and the upstander situation.