



# STOP BULLYING... take a stand!



A half hour special from *IN THE MIX*,  
the award-winning weekly PBS teen series

Hosted by Erika Harold, Miss America 2003, herself a victim of severe harassment, this solution oriented program presents a comprehensive and multifaceted approach to preventing bullying. It also provides advice to victims, parents and bystanders. Her personal story and advice is interwoven with compelling personal stories of other teen victims.

One segment follows high school peer educators as they work with middle school students to produce PSAs showing what bystanders can do when they see someone being bullied. Everyone involved gains awareness about the various forms of bullying and harassment, and in the process, changes their own attitudes and behavior. Teens are also strongly encouraged to seek help from a trusted adult, such as a parent or school counselor before the problem escalates. We meet a girl who does speak up and gets an effective response from her counselor and principal.

Another segment focuses on the widespread problem of cyberbullying, with an AOL consumer advisor giving parents and teens practical advice about how to deal with online harassment. The program's approach and information is based on the latest research and recommendations of HRSA's National Bullying Campaign "Take a Stand. Lend a Hand. Stop Bullying Now!"

## HOW TO USE THIS PROGRAM

Independent research on previous *In the Mix* specials have shown that these programs engage the interest of teenagers, deliver information, catalyze discussion on critical issues, as well as promote analytical thinking and a greater sense of self-efficacy among teens. The aim is to encourage thought and allow teens to generate their own creative solutions. In this guide, we have outlined specific questions based on the program's content, along with answers. These questions can be used to open up more analytical discussion on related concepts. Also included are in-class activities and longer-term projects. We suggest showing the entire program to the group and then running individual segments followed by discussion.

## DID YOU KNOW?

- Up to 25% of U.S. students are bullied each year.
- As many as 160,000 may stay home from school on any given day because they are afraid of being bullied.
- At least 1 out of 3 teens say they have been seriously threatened online.
- 60% of teens say they have participated in online bullying.

## *In the Mix* AWARDS

- CINE Golden Eagle Awards for: *Media Literacy: Get The News?*; *9-11: Looking Back... Moving Forward*; *Financial Literacy: On the Money*; *Living With...Illness*; *Student Power: Organizing for School Reform*
- Young Adult Library Services Association's "Selected DVD/Videos List" for: *Living With...Illness*; *Student Power: Organizing for School Reform*; *Arts Education: A+*; *ECSTASY*; *Live by the Gun, Die by the Gun*; *School Violence: Answers From the Inside*; *9-11: Looking Back...Moving Forward*
- National Mental Health Association Media Awards for: *Depression: On the Edge*; *In the Mix website*
- National Emmy for Community Service Programming

Please visit [www.inthemix.org](http://www.inthemix.org) for full descriptions, video clips, transcripts, resources and more about this and other *In the Mix* programs.

# STOP BULLYING...take a stand!

This guide to **STOP BULLYING...TAKE A STAND!** contains four major sections which include questions, discussion topics, and activities, as well as a list of resources.

## SECTION 1

### WHAT IS BULLYING?

1. In the opening segment of the video, Tricia mentions that bullying is “being called names for who I am.” What do you think bullying is? Have you ever seen or experienced bullying? If so, can you share?  
***(In the video, bullying is defined by the students as teasing or making fun of someone to get laughs. There is a difference of definition between teasing, bullying and harassment. The teacher should open the discussion by establishing the differences so students can understand discussions ahead.)***
2. Erika talks about her experience of being bullied in high school and not understanding why students picked on her. She gives the example of her racial background as a possible reason for others to harass her. In your opinion, why do students bully? Is it just because they don't like the way someone else looks?  
***(Class discussion should clarify that bullying happens because of many reasons, such as looks, socio-economic issues, gender, sexual orientation, and ethnic or religious background, as well as a student's talents and interests. Identifying how one gets bullied assists students as they go through the video and can brainstorm solutions at the end.)***
3. In the video, Erika speaks about the “uncool game,” where students would monitor everything she did and would read aloud what they had observed about her that was not cool. In what ways do students bully? Is it just name calling or do you think there are other ways in which bullying happens? Have you or a friend experienced bullying in a different format than someone walking by and making a comment? If so, what was it?  
***(With technological developments, this is a good question to introduce the cyberbullying segment. Teachers should discuss that bullying can also happen in other formats such as students leaving notes, pictures or objects that make the other person uncomfortable.)***

4. Do you think there is more bullying amongst girls or boys? Is there more bullying in the younger grades than there is in high school?

***(The goal is to get students thinking about where bullying might begin and if there are specific groups targeted more than others. The teacher should focus on the school's environment and its student population in order to identify potential problems.)***

5. Many students who are bullied believe that they are the only victims in the school and are not aware that other students share similar experiences. Erika talked about wanting to be invisible, feeling helpless and just struggling to get by day after day. Do you think Erika would have felt better if she had known that there were other students in the same situation? What could they have done as a group with the support of an adult?

***(When students know that there are others who have been targeted by bullies, they can get together as a support group. This helps them reduce the feeling of anxiety of coming to school or feeling helpless. Support groups are also a good way for students to find ways to educate others on bullying and prevention based on personal experiences.)***

### Additional Discussion:

- How do bullies target their victim(s)? Do you think bullies might have problems of their own that lead them to target certain people?
- Can bullying happen on the school bus, in the community or somewhere else? Where do you think it can happen outside of school?
- What are some of the social problems students face today that contribute to bullying others?
- In your opinion, at what age do you think bullying begins?

## SECTION 2

### CYBERBULLYING SEGMENT

1. In the video, cyberbullying is demonstrated mainly through instant messages. Shannon describes her experience with IMs, and how the bullies used her screen name and password to impersonate her online in order to alienate her from her friends. What other types of technology can students use for bullying?

***(In reviewing cyberbullying, it is important for students to understand that Shannon's experience is only one form of online bullying. Other examples include posting photos online, text messaging on cell phones, blogs, and rating sites.)***

2. Regina, the AOL Consumer Advisor, describes the zero tolerance policy of Internet Service Providers (ISPs) as a tool to fight cyberbullying. Have you ever reported an online bullying incident to your parents or even the ISP? Why or why not?

***(Discuss why most students will not report an incident, e.g. they fear that their parents or internet service providers will remove their accounts. Stress that adults can assist students in feeling safe and building strategies to help them stop the harassment.)***

3. Have you ever shared pictures with friends over the internet? Have you ever thought about the possibility that these pictures might get altered by someone else? Have you ever seen altered or distorted pictures of your friends? Did you do anything to stop it?

***(Students like to share pictures over the internet, but not everyone is aware that someone else can take advantage of it, e.g. by altering the pictures or adding offensive titles to them.)***

4. How many of you have gone to rating sites? What do you think about them? How would you feel if you saw things written about you or a friend that everyone else could read and comment on?

***(There are many rating sites for students to rate teachers and friends online. It is important to discuss these sites as cyberbullying tools.)***

#### Additional Discussion:

- Have any of you read your ISP's Terms of Agreement section that includes the zero tolerance policy on harassment and impersonation? Do you believe it is actually effective and that the ISP will cancel the bully's account if you report the harassment?
- What would your parents do if you printed the IMs someone sent that made you feel you were bullied?

- Does your school have an internet use policy? What would you do if you were bullied while on the computer at school?
- Blogs are one of the newest tools online for students to share thoughts and ideas. Do you think they can also be used to bully students? How?

## SECTION 3

### "YOU HAVE THE POWER" PEER EDUCATION SEGMENT

1. The word "power" is used to describe what drives bullies. What do you think about this idea? How do you think bullies get power?

***(The video discusses the feeling of power that bullies get from picking on others. It is important for students to define and understand why bullies might have power.)***

2. The students at Rosa Parks MS developed a video entitled "You Have the Power." The Assistant Principal, Paul Kurth, adds to this video by saying that "we have to listen to the kids in the building and make sure that we are addressing their concerns." Using the same definition of power, how can students who are bullied gain power to make a difference?

***(Teachers should guide students to identify appropriate ways in which they can use their ideas, the school staff and administration to help develop programs on anti-bullying)***

3. Jeremy mentions that students accept bullying as part of the social situation in high school, since it has been going on since middle school or even earlier. Do you agree with this? Do bullies act out because they want to be popular? What is the difference between being popular and having power by bullying?

***(Teacher should let students talk about the social situation in high schools and identify characteristics of social situations in their own environment. Discuss the difference between being popular and having power by bullying.)***

4. Do you think that society has promoted bullying? Do you think that music videos, movies, TV shows or video games ever convey an accepting attitude towards bullying?

***(Students should discuss how the message that it is OK to bully is presented in society. Identifying sources can help students find solutions to combat bullying.)***

5. Stephanie Bryn stresses the importance of peer-to-peer education, noting that students find messages from their peers more acceptable than messages from adults. Do you think this kind of team work can happen in your school? Why or why not?

***(Teachers should let students identify barriers that prevent them from working together within their schools. If there is a problem with working together in order to reduce bullying, then follow up ideas will not work. They should also have students identify existing student organizations who could take on bullying prevention as a cause.)***

6. Students at Rosa Parks MS received a grant from Youth Service America after they decided it was time to speak up and make a difference. If students were to create an anti-bullying program at your school, what do you think would work? The example in the video was in the form of skits.

***(Get students thinking about programs and how they can make a difference. Identifying their school climate and culture are important to finding a program that would engage the school community.)***

### **Additional Discussion:**

- What are some games that begin as innocent play, but can turn in to bullying?
- Do you know of any adult who has bullied a student in school? If so, what happened and how was it handled?
- Do you believe people can change? How do you think students can help people change?
- Do you think that students who are bullied should change schools in order to solve the problem?

## **SECTION 4**

### **ASKING FOR HELP**

1. Erika described how hard it was for her to go to an adult and talk about her problem because she was embarrassed. How many of you, by show of hands, feel that you can trust an adult in this school? How many of you feel that you can trust an adult at home or in the community?

***(Students often feel disconnected from adults and therefore cannot share certain problems with them. It is important to identify if this is a***

***problem that exists for the student population of the school.)***

2. Tricia describes her experience and why she was concerned about going to an adult. What do you think would happen if you shared with a teacher, counselor or administrator that someone was bullying you or a friend? Paul Kurth describes how difficult it is for students to speak to adults. He says it is important to identify someone the students trust who they can go to with problems. If you had someone you trusted in the school, do you think they would listen to you and help you? Who could you go to in our school?

***(Listening to students' concerns about being further targeted is important. Teachers should develop a tip sheet on what to do if someone is being bullied.)***

3. Have you ever ignored a comment made by someone else that has bothered you? Would you have done something differently about it?

***(The video shows how students should not ignore a bully, but find someone they can trust to talk to about the situation. By revisiting the incident and brainstorming an alternate solution, students can share ideas on how to deal with bullying.)***

4. Do you think that you would be bullied even more if you spoke to an adult?

***(Teachers should review why many students do not report incidents: because they feel that they will be identified as "tattle tales" or "chickens" and can be further bullied.)***

5. Paul Kurth talks about the need to train teachers to create an environment in which students would feel comfortable talking to adults, and also how important it is for students to know that teachers will follow through on helping them. Do you think teachers need programs to help them listen to students and let students know that it is safe to speak to them?

***(Even though this might be uncomfortable for students to talk about, it is important for the leader to let students share experiences talking to adults and give suggestions on what is needed to help teachers accomplish this. This information can help the administrators and teachers create professional development programs to make schools feel safe, so that students can trust speaking to adults.)***

## Additional Discussion:

- Should the teachers, staff and administration take some type of course or program to learn more about bullying?
- Do you know what the consequences are for students who bully others in your school? Do you think that they are fair? How often are they actually enforced?
- If you could talk to students who bully, what would you say to them? How could you help them change?
- What types of programs are available in your school to help new students from the US and/or another country?

## Activities:

- Combine your Drama/Theatre and Creative Writing/English classes to develop Character Education skits to be presented to grades K-12. Students write, act out and lead discussions with students on issues presented.
- Community Day: Once a month, by grade level, have a community day where students are given a topic of discussion and in a group format can share their ideas with one another about a situation. Students brainstorm ideas on how to solve the problem and

can do follow up activities in collaboration with administrators and teachers.

- English and/or Health Classes: Have students develop tips on what to do with respect to bullying. These tip sheets can help students identify and deal with incidents of bullying
- Lesson: “A Walk in My Shoes”: have students trace their shoes on a piece of paper, and write the characteristics that define them. Pair them up with a student they do not know and have them share the characteristics with one another. Students then share what they learned about their partners with the class. At the end, the teacher creates a wall of sharing in the back of the room with everyone’s “shoes” displayed.
- Lesson: In Art classes, have students do collages about their interests, backgrounds, etc. Have them share it in class and do an art exhibit for the school.
- Create a safe zone where students feel comfortable going to and sharing problems. The safe zone can be monitored by school counselors and students in the peer leadership program.

## RESOURCES

### National Youth Violence Prevention Resource Center

[www.safeyouth.org](http://www.safeyouth.org)  
1-866-safeyouth

### HRSA’s Take a Stand! Lend a Hand. Stop Bullying Now!

[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)

### In the Mix:

[www.inthemix.org/bullying](http://www.inthemix.org/bullying)

### It’s My Life:

[www.pbkids.org/litsmylife](http://www.pbkids.org/litsmylife)

### SAMHSA Campaign for Parents:

[www.mentalhealth.samhsa.gov/15plus/aboutbullying.asp](http://www.mentalhealth.samhsa.gov/15plus/aboutbullying.asp)

### Netsmartz:

[www.netsmartz.org](http://www.netsmartz.org)

### Center for Safe and Responsible Internet Use:

[www.cyberbully.org](http://www.cyberbully.org)

### i-Safe:

[www.isafe.org](http://www.isafe.org)

## PLEASE NOTE:

The **Information Sheet** on the last page can be copied and handed out to teens.

## HOW TO REACH *In the Mix*:

STOP BULLYING...TAKE A STAND! carries one-year off-air taping rights and performance rights.

For information about *In the Mix*, including show descriptions and schedules, visit us at [www.inthemix.org](http://www.inthemix.org), or e-mail us at [mail@inthemix.org](mailto:mail@inthemix.org). You will also find discussion guides, transcripts, video clips, resources and more.

Other *In the Mix* programs of interest to grades 6-12 and college are available on topics including: Divorce & Stepfamilies; Living With Serious Illness; Ecstasy Abuse; Steroid Abuse; Dealing with Death; Sex and Abstinence; School Violence; Financial Literacy; Cliques; Drug Abuse; Teen Immigrants; Depression and Suicide; Gun Violence; Self-Esteem; Sports Participation; Media Literacy; Activism; Alcohol and DWI; Dating Violence; Getting Into College; School to Work Transition; Careers; Relationships; AIDS; Steroids; Fitness/Nutrition and others.

For a complete catalog and ordering information call (800) 597-9448 or visit [www.inthemix.org/educators](http://www.inthemix.org/educators); [www.castleworks.com](http://www.castleworks.com).

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# STOP BULLYING...take a stand!

## TIPS IF YOU ARE BULLIED:

- Don't ignore it.
- Don't fight back. Becoming a bully yourself will not make the situation better.
- Try to not to show anger or fear. Bullies like to see that they can upset you.
- Calmly tell the bully to stop, or just say nothing and walk away.
- If the bullying continues, keep a record of the incidents to show to a parent or teacher.
- Tell your parents, or any other adults you trust. If you decide to tell someone from your school, like a teacher or counselor, remember that telling is not tattling.
- Remember—nobody is going to blame you for what is happening and you don't have to go through it alone.
- Don't isolate yourself from your friends. They can help you get through it.

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**In the Mix:**  
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**It's My Life:**  
[www.pbskids.org/itsmylife](http://www.pbskids.org/itsmylife)

**Center for Safe and Responsible Internet Use:**  
[www.cyberbully.org](http://www.cyberbully.org)

**i-Safe:**  
[www.isafe.org](http://www.isafe.org)

## TIPS IF YOU ARE CYBERBULLIED:

- Never respond to an e-mail or IM from a cyberbully. It's always better to just walk away.
- Save the IMs or e-mails, then print and show them to an adult you trust, like a parent or school counselor.
- Don't be afraid to talk to someone about this. The sooner you tell a parent or counselor, the sooner you can get back to using your computer without feeling afraid or uncomfortable.
- If it continues or if any physical threats are made, report it to your ISP. They can cancel the cyberbully's account and even alert the police.
- Make a "whitelist," which is a list of your real friends' screennames and e-mail addresses. Anyone who isn't on this list won't get through unless you give permission.
- Think carefully about what you say online. Make sure it's not going to hurt or scare someone.

## WHAT IF YOU SEE SOMEONE BEING BULLIED?

- Think about how you would feel if you were being bullied. How would you want someone to help you?
- Support someone who is being bullied. Let that person know that it's not his or her fault, and that it upsets you, too.
- If the victim decides to talk to an adult about what happened, offer to go along with him or her.
- Stand up to the person doing the bullying. Let him know that what he's doing isn't cool or funny—it's wrong.
- Don't become a bully when you are sticking up for someone. Never use the kind of mean words or actions that a bully would use.
- Don't ever laugh at someone being bullied, and if you see other bystanders laughing or joining in, try to stop them. Positive reactions from bystanders will only encourage the bully to continue what he's doing.
- Report what you've seen to an adult. This especially applies if you don't feel safe getting involved in the situation. Remember—you don't have to do this alone.