Building Integrity: Take a Stand Against Bullying

How can you help your school be bully-free?

- You can have respect for yourself and the people around you.
- You can develop the skills to work and socialize with others.
- You can learn to recognize bullying and what to do when it happens.
- You can build integrity and take a stand against bullying.

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Bullying Basics

What is bullying?

Bullying is disrespectful conduct intended to make another person feel afraid, embarrassed, and/or upset. All bullying has three things in common.

1 Bullying is intentional and aggressive. No one bullies another person by accident. It is a conscious choice to disrespect someone else.

2 Bullying is repeated. Bullying isn’t a one-time event; it’s something that happens over and over again.

3 Bullying involves a difference in power. Maybe the bully is older, bigger, stronger, or more popular than the person he or she is bullying. Or it might be a whole group ganging up on one person.

What is your school’s definition of bullying? Write it here:


There are four types of bullying, and not all of them are easy to identify. Let’s take a look.

1 PHYSICAL
   Using force to hurt someone or someone’s belongings
   - Includes hitting, shoving, poking, spitting, pinching, chasing, and stealing or breaking someone’s stuff
   - The easiest kind of bullying to see, and the one most people recognize

2 VERBAL
   Using words to hurt or threaten someone
   - Includes name-calling, insulting, taunting, making mean jokes or derogatory remarks, and threatening to hurt someone
   - Can happen on the phone, in person, or online, and is the most common kind of bullying

3 SOCIAL
   Hurting someone’s feelings or friendships
   - Includes leaving someone out on purpose, starting or repeating gossip about someone, telling a lie about someone, telling someone who they can and cannot have as friends, and embarrassing someone in public
   - The most difficult kind of bullying to see from the outside, but it’s just as hurtful to everyone involved

4 CYBER
   Using technology to hurt or threaten someone
   - A subset of verbal and social bullying
   - Includes sending mean messages by e-mail or text, starting or spreading gossip about someone by e-mail or text, private messages or pictures made public, posting inappropriate content to a website or message board, and making phone calls to harass or humiliate someone
What does bullying look like?

What's the first thing that pops into your mind when you hear the word bullying? Is it someone being shoved into a locker? Is it a big kid demanding a little kid's lunch money? Write a short description here:

Who is involved in bullying?

**A TARGET** is the focus of the bullying.

Look for someone who:
- Has unexplained injuries
- Is frequently absent
- Is always losing things
- Fears certain places
- Looks sad or lonely
- Does poorly in school
- Suddenly has fewer friends

Have you ever been a target? Can you recognize one?

**A BULLY** exercises his or her power by intentionally and repeatedly disrespecting someone else. Bullies come in all shapes, sizes, and genders. You can only recognize them by their actions.

Look for someone who:
- Blames others for his or her problems
- Disregards the rules
- Is overly competitive
- Laughs at others' embarrassment
- Places importance on being popular

**BYSTANDERS** see bullying happen. There is a good chance you have been a bystander, whether you know it or not. Bystanders have a responsibility to step up to help stop bullying. Are you ready to do your part?

Learn More
- www.stopbullying.gov
- www.stopabully.ca
Dare to Be Different

I am unique.

All people have qualities that make them stand out from the crowd. Your unique qualities could be ones other people can see, like being tall, or ones they can't see, like being really good at math. Be proud of who you are! Your abilities, values, interests, choices, and defining characteristics are what make you, well, YOU!

ELIZABETH'S STORY

Ever since I turned seven, I've been embarrassed about my height. I have always been the tallest in my class—boys and girls included. Some of the kids have been making fun of me for years, calling me "Lizzie Long Legs" or "Lanky Liz."

BE YOURSELF; EVERYONE ELSE IS ALREADY TAKEN.

Oscar Wilde

It has always really bugged me—until this year, that is, when I went out for the volleyball team and discovered that my height and my long arms are really useful for blocking and spiking. Suddenly, the nickname "Lanky Liz" is starting to seem like a compliment!

What's important to you?

Give each item a number between 1 and 10. 1 = not very important and 10 = very important (You can use the same number more than once!)

- Good grades
- Taking care of animals
- Spending time with my family
- Playing sports
- Spending time with my friends
- Playing an instrument
- Taking care of the environment
- Knowing the latest fashions
- Spending time outdoors
- Video games/computer time
- Volunteering

List the ones you like best.

SONG:

BOOK:

SUBJECT:

SPORT:

HOBBY:
I am strong.

What’s your story?

What’s one thing that makes you different from your friends or classmates?

How could you think of this difference as a bonus?

What are your strengths?

How will you use your strengths to achieve your goals?

LOVE YOURSELF FIRST AND EVERYTHING ELSE FALLS INTO LINE. YOU REALLY HAVE TO LOVE YOURSELF TO GET ANYTHING DONE IN THIS WORLD.

Lucille Ball

The most successful people are often the most unique. Sometimes they even appear to embody qualities that other people associate with failure. These people’s mind-sets set them apart. They embrace their unique qualities, have self-confidence, and keep trying until they reach their goals.

For example, Lucille Ball’s drama instructor told her she should find another career because she wasn’t focused enough to be an actress. Later, she seemed to have staked out a permanent spot on the B-list—until she and Desi Arnaz created the concept for the television show I Love Lucy. It remains one of the most popular shows in the history of television, and its reruns are still being watched by people around the world today.

As a child, Thomas Edison was hyperactive and had a hard time keeping his mind focused on his schoolwork. But after finding his own approach to learning, Edison went on to become one of the greatest inventors of all time.

MANY OF LIFE’S FAILURES ARE PEOPLE WHO DID NOT REALIZE HOW CLOSE THEY WERE TO SUCCESS WHEN THEY GAVE UP.

Thomas Edison
I am in control.

You can’t control everything. For example, you probably didn’t pick where you live or which school you attend. You might not even control which movie your family will see this weekend or where you’ll go for your next vacation. But there are a lot of things you do control. Consider the list below to discover some of them.

Check things you can control.

- The food I eat
- The clothes I wear
- The books I read
- The TV shows I watch
- The music I listen to
- The clubs/activities I join
- The sports I play
- My goals for the future
- The people I socialize with
- The words I say
- The things I think about
- The lessons I learn
- The time I spend on a venture
- The effort I put in
- How I react to a situation
- How I treat other people
- How I handle my emotions
- The way I feel about myself

Your emotions influence the way you react to a situation and the way you treat the other people involved. When you are able to control your emotions, you are able to choose how you respond to every event and circumstance in your life.

Read the scenarios below, and then answer the questions that follow.

- Scenario 1: You drop pizza sauce all over your shirt at lunch.
- Scenario 2: Someone bumps against you in the hallway, and you drop all your books.
- Scenario 3: A teacher spring a pop quiz on you focusing on material you haven’t studied.
- Scenario 4: You discover that a friend is having a party and didn’t invite you.

- How would you feel in these situations?
- How would you react to these situations?
- Would you be able to stay in control of your emotions?

Discuss your answers with a partner or your family.
Self-Confidence

I am confident.

When you have self-confidence, you respect yourself. Self-respect is important because it will:

• Give you courage to stand up for what is right
• Help you when someone is telling you to do something you know is wrong
• Help you stop someone who is bullying you

Finish the sentences.

Something that is important to me is

__________________________________________________________________________

Something other people like about me is

__________________________________________________________________________

Something I like about myself is

__________________________________________________________________________

I don't need to compare myself to other people, because

__________________________________________________________________________

Choose the best response.

1. When your self-confidence has been weakened, the best thing to do is:
   a. Feel sorry for yourself
   b. Stop whoever or whatever is damaging your self-confidence
   c. Try to forget about it

2. Things that can hurt your self-respect include:
   a. Doing something that you know is wrong
   b. Not trying your best
   c. Both a and b

3. Strong self-respect can help you stand up for what's right for you, because:
   a. You think it's important to do what's right
   b. You don't care about what others think
   c. You're not scared to make others do what you want

4. When you have healthy self-respect, you:
   a. Think you are better than everyone
   b. Feel good about who you are
   c. Are in good health
Putting It All Together

Self-Assessment

True or false? Circle the correct answer to each statement.

People should be proud of their unique qualities and talents............................................ TRUE FALSE
Adults are the only ones who can control their emotions................................................... TRUE FALSE
Self-confidence is gained by having other people tell you how great you are. .................. TRUE FALSE
Emotions have an influence on the way you react to situations and the way you treat others. TRUE FALSE
Successful people are usually people who found a way to fit in with the crowd. .............. TRUE FALSE
People show strength of character when they tell other people what to do. ..................... TRUE FALSE
Each person is in charge of his or her own values, interests, and priorities. ...................... TRUE FALSE
Self-respect gives someone the courage to take a stand against bullying. ....................... TRUE FALSE

Look back through pages 4–7. Write three things you learned about yourself.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Extension Activities

➤ When advertisers create a commercial for a product, they emphasize all of its best qualities. Create a commercial about yourself. Highlight your talents and abilities in thirty seconds.

➤ Write your future autobiography. Imagine that you have reached your ultimate goal. Describe how you got there, the attributes that helped you along the way, and any obstacles you had to overcome.

➤ Look back at the What’s important to you? section on page 4. Create a pie chart that represents the areas of your life. Assign spaces in the chart based on the amount of time you devote to each area.

Learn More

• pbskids.org/itismylife/index.html
• www.girlshealth.gov
Choose Your Response
Passive, assertive, or aggressive

You are in control of your words and actions. You choose the way you respond to each and every situation you encounter. Are your responses passive, assertive, or aggressive? Let's find out!

Use a dictionary to help you match the words with their correct definitions.

AGGRESSIVE  PASSIVE  ASSERTIVE

1. Aggressive  
2. Passive  
3. Assertive  

a. Being confident and stepping up when appropriate
b. Not actively responding to or resisting a situation
c. Ready to confront or attack

Now that you know the definitions, which one fits you best? Finish the sentence.

Most of the time, my words and actions are _____________.

So why do people decide to be passive, assertive, or aggressive?
Read the reasons. Then add your own.

Why are people passive?
• They think other people will like them if they agree or do what they are told to do.
• They do not believe their opinions or feelings are worthy of being expressed.

Why are people assertive?
• They have self-respect and want to stand up for themselves.
• They have the confidence to make their own decisions.

Why are people aggressive?
• They feel other people will not pay attention to them unless they act in a belligerent manner.
• They are angry and do not know how to express their feelings appropriately.
Read each scenario. Mark each response as passive, assertive, or aggressive. Also, come up with an assertive response that is appropriate for each of the situations that do not currently include one.

1. Tiffany is nice to everyone until someone leaves, and then she says mean things about that person. You say, “I like you a lot better when you are being nice. Let’s not talk about other people.”

   Assertive response: __________________________

2. A friend tells you to ignore the new kid. You say, “Whatever, you’re my friend. We stick together.”

   Assertive response: __________________________

3. You see a classmate push a smaller kid in the hallway. You say, “Only a loser picks on a little kid. No wonder everyone hates you.”

   Assertive response: __________________________

4. A friend is ignoring you, and you can’t figure out why. You say, “What’s going on? I want to know why you are angry with me.”

   Assertive response: __________________________

5. A friend tells you that Marco cheated on the science test. You say, “Marco wouldn’t do that. I’m not going to spread your gossip.”

   Assertive response: __________________________

6. Travis keeps pushing your books off your desk. You say, “Keep it up. I’m going to make you pay after school today.”

   Assertive response: __________________________

7. A friend tells you her plan to pass around an embarrassing picture of a classmate. You say, “That’s hilarious. What a great joke!”

   Assertive response: __________________________

8. Kacey is always calling Joanie mean names. You say, “It bothers me when you hurt Joanie’s feelings. I want you to stop calling her mean names.”

   Assertive response: __________________________

9. Jack shove you every time you pass each other in the hallway. One day you decide you have put up with this for too long and shove Jack into the lockers.

   Assertive response: __________________________

10. Some kids have started making mooing sounds whenever you pass them in the hallway. You decide not to say anything, because it won’t do any good.

   Assertive response: __________________________

? Compare your responses with a partner’s. Do all your answers match up?
Be assertive!

Bullies often pick on people who seem to lack self-confidence. If they think you're the kind of person who will just take it, they're more likely to choose you as a target. Being assertive is a great way to stop a bully! Take these steps:

1. Look the bully in the eye, and in a firm, calm voice, say how you feel and what you want to have happen.
   "I don't like being bullied. I want you to stop."

2. Repeat yourself if the bullying continues.
   "I've told you to leave me alone. Stop it."

3. Get help if the bullying doesn't stop.
   Ask a teacher, an adult you trust, or a friend to help you out. Sometimes bullies need to see that other people also think their actions are wrong!

Have you ever been a bully? It's possible for anyone to be a bully—even you. Take this quiz to find out if you've ever been a bully.

Do you laugh when someone makes a mistake or feels embarrassed? 
OFTEN  SOMETIMES  NEVER
When another person is taunting someone, do you join in? 
OFTEN  SOMETIMES  NEVER
Do you ever rudely question someone else's choices or lifestyle? 
OFTEN  SOMETIMES  NEVER
Do you ever try to hurt or embarrass a sibling or family member? 
OFTEN  SOMETIMES  NEVER
Do you ever repeatedly taunt someone you don't like? 
OFTEN  SOMETIMES  NEVER
Do you ever make negative comments about someone's appearance, religion, or culture? 
OFTEN  SOMETIMES  NEVER
Do you ever say something about someone that you know isn't true? 
OFTEN  SOMETIMES  NEVER

If you circled often or sometimes for any of the questions, you need to think more about your actions! Next time, stop and ask yourself:

- Would I be upset if someone were treating me this way?
- Am I respecting everyone's feelings?
- Do I think I'm teasing when I'm really taunting?*

*See page 19.
Handling stress

How can you stop stress before it starts?

- Manage your schedule. Do not try to cram in every activity you can find. Select the activities that are your priorities, and remind yourself that you can try the other activities another time.
- Take care of your body. Eat nutritious food on a regular basis. It's easy to skip breakfast or eat fast food three days in a row when you are busy. Pay attention to what you put in your body. Also, get enough sleep and exercise.
- Realize that nobody is perfect!

How can you cope with stressful situations and unruly emotions? Look at the coping mechanisms below. Which ones help you handle your emotions when you are angry, anxious, or overwhelmed? Write additional coping mechanisms that work for you in the blank spaces.

<table>
<thead>
<tr>
<th>COPIING MECHANISMS</th>
<th>ANGRY</th>
<th>ANXIOUS</th>
<th>OVERWHELMED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to a family member</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Talking to a friend</td>
<td></td>
<td></td>
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<tr>
<td>Talking to an adult who is not a member of your family</td>
<td></td>
<td></td>
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<tr>
<td>(e.g., teacher or coach)</td>
<td></td>
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<td></td>
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<tr>
<td>Spending time with animals</td>
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<td></td>
</tr>
<tr>
<td>Spending time volunteering</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Spending time outdoors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cleaning or organizing your space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching TV or going to a movie</td>
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<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Playing an instrument</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking a nap</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Putting It All Together

Self-Assessment

True or false? Circle the correct answer to each statement.

If someone pushes you, you should push him or her back. ........................................... TRUE FALSE
Walking away from a bully is a good way to get out of the situation. ................... TRUE FALSE
Getting angry is the only way to show a bully how you feel. .............................. TRUE FALSE
If you are being bullied, asking an adult for help will make the situation worse. ........ TRUE FALSE
Coping mechanisms help you be in control of your emotions and manage stress. .... TRUE FALSE
Telling a bully how you feel and that you want the bullying to stop is important. .... TRUE FALSE
You should never ask your friends to help you if you are being bullied. ................. TRUE FALSE
Coping mechanisms work equally well for all people in all situations. ................. TRUE FALSE

Is it best to deal with a bully passively, aggressively, or assertively? Why?

Extension Activities

> Read the quote by Eleanor Roosevelt on page 12. Find other quotes that inspire you to stand up for yourself in an assertive, respectful way. Create a collage of your quotes, and hang it where you will see it every day.

> Break into small groups and discuss your charts from page 12. Did anyone think of a coping mechanism that is new to you? Talk about the stress you are experiencing and how you can help each other handle it.

> With a partner, take turns saying the sentences below passively, aggressively, and assertively. Notice how your partner responds to you based on your tone of voice and body language.

- "Give me back my mitt. It's brand new."
- "Don't touch me. I don't like it."
- "Why don't you leave her alone?"

Learn More

- The Anxiety Workbook for Teens by Lisa M. Schab
- The Anger Workbook for Teens by Raychelle Cassada Lohmann
- Don't Let Your Emotions Run Your Life for Teens by Sheri Van Dijk
Learn from Others

What’s different?

When something is new or different, it can seem strange—until you learn about it! Learning about differences can help you respect them. So how do you do that?

- Define the difference. Don’t just say, “He’s weird.” Decide what difference you are noticing. Does this difference bother you? If so, why? Are you curious about it?
- Ask respectful questions. People love to talk about themselves. Most people will not mind answering your questions as long as you are careful not to be condescending.
- Respond with information about yourself. Don’t lecture! Have a conversation. Before you know it, you just might have a new friend.

What does respecting differences mean to you?

Mark each statement below agree or disagree. Then find a partner and discuss your answers.

People who are the same should stick together.

Thinking about how someone feels can help you respect differences.

If someone doesn’t respect your differences, you shouldn’t respect their differences.

People who are different from everyone else should change.

Differences in the way people dress, talk, and eat are normal.

People who are different can help you see the world in new ways.

Bullies often target people who:

- Are physically bigger or smaller than average
- Are poor or exceptional students
- Come from different cultural backgrounds
- Observe different religions
- Have unusual mannerisms or habits

- Live different lifestyles
- Have disabilities, visible or invisible
- Are alone or have few friends
- Do not have self-confidence
Although no two people are exactly alike, all people have some things in common. Check (✓) the things you think are universal needs.

- Water
- Food
- Shelter
- Clothing
- Transportation
- Good health
- Education
- Family
- Friendship
- Acceptance
- Love
- Goals
- Praise from others
- Success

It is wonderful to accept yourself, and it is natural to also want others' acceptance. How can you help the people around you feel welcome and accepted?

Seek out people who need friends.
Look for kids who are often alone. Smile and say hi. Start a conversation by asking a question about a class you share. Invite a new person to join you or your group of friends in an activity outside school.

Be an active listener.
Pay attention, stand or sit up straight, make eye contact, repeat important information, ask respectful questions, and summarize the conversation.

Resist being biased or disapproving.
When it comes to different choices or lifestyles, it is tempting to think that your way is the best way. Remember that no one needs a "friend" who is constantly criticizing or offering unsolicited advice.

Be interested in others.
The very best way to make and keep friends is to focus on others.

Write three questions you could ask to get to know someone better.

1.
2.
3.
Who can I turn to?

It's important to stand up for yourself, but some problems are tough to solve on your own. If you see or experience bullying, it's a good idea to ask for help. Adults can help you, but only if they know what's happening.

Why do you think 30 percent of targets do not seek out help? Look at the given reasons and provide some of your own.

1. They're embarrassed.

2. They're afraid of making it worse.

3. They don't think an adult can help.

You have the right to feel safe and comfortable both at school and outside school.

The adults in your life have a responsibility to help make sure you do. Check (✓) the people who would be able to help in a bullying situation. Then add some of your own ideas.

- Mom
- Dad
- Grandparents
- Aunt or uncle
- Other adult family member
- Religious leader
- Teacher
- Principa
- Adviser
- Bus driver
- Coach
- Cafeteria worker
Putting It All Together

Self-Assessment

True or false? Circle the correct answer to each statement.

You can show respect for differences by learning about them. ........................................ TRUE  FALSE
Telling an adult about bullying will make you seem weak. ........................................ TRUE  FALSE
Being an active listener is a good way to exercise empathy. ...................................... TRUE  FALSE
Bullies often target people who are different in some way. ................................. TRUE  FALSE
All people share the same basic needs and emotions. ................................................ TRUE  FALSE
It is important to tell an adult if you are being bullied. ............................................. TRUE  FALSE
Bullies only target people who have physical differences. ...................................... TRUE  FALSE
You can be respectful by helping someone to change and be more like you. .......... TRUE  FALSE

A writer named M. Scott Peck once said that we should “share our similarities, celebrate our differences.” Why is it important to feel both similar to and different from the people in our lives?

Extension Activities

> Choose a culture, religion, disability, or other “difference” that is not familiar to you. Research your chosen topic. Create a poster that highlights the important facts about your topic and tells how you can show respect for it. Present your poster to your class.

> Interview a trusted adult about bullying. Ask:

   1. Were you ever bullied at school?
   2. Why are some kids bullies?
   3. Is there anyone you work with who’s difficult to deal with? If so, how do you handle them?

Learn More

- www.tolerance.org/mix-it-up/what-is-mix
- Totally Tolerant: Spotting and Stopping Prejudice by Diane Webber and Laurie Mandel
The Social Scene
Friendships
What makes a good friend?

It's great to have friends to talk to and have fun with! List three qualities of a good friend.

1
2
3

Sometimes people are not good friends because they cause trouble. List three things a friend should never do.

1
2
3

To be a good friend, respect your friends' values and beliefs. Be careful not to fool yourself into thinking you are offering wise advice when you are really just criticizing someone for not being exactly like you. Circle the sentences below that show respect, and cross out the ones that don't.

"You shouldn't play baseball; hockey is much better."  "You're the laziest person I know."

"You like orange and I like blue, so let's make our book's cover orange with blue lettering."  "I don't really like that show, but we can watch it because I chose last time."

"Computers are for geeks."  "If you want, I can help you with your homework next time."
Can’t you take a joke?

At times it can be hard to tell the difference between teasing and bullying. So what’s the difference?

**TEASING**
- It’s a **playful thing** you do with friends.
- It isn’t meant to **hurt** anyone’s feelings.
- The one being teased could **easily tease back**.
- Everyone laughs.
- If anyone gets upset, the teasing stops.

**BULLYING**
- It isn’t **playful**, and it targets someone the bully doesn’t like.
- It’s **meant to hurt** someone’s feelings.
- It isn’t **equal**; meaning, one side controls the situation.
- People are **laughing at** the person, not with him or her.
- If the target gets upset, the situation still **doesn’t stop**.

Teasing or bullying? Read each scenario. Decide whether it is an example of teasing or bullying.

Sari tells the other girls on the soccer team that Kayla always brags about being better than everyone else on the team. Sari suggests that all the girls ignore Kayla.

**Teasing**  **Bullying**

Leanne won the spelling bee. Now everyone calls her “Queen Bee.”

**Teasing**  **Bullying**

Josh and his friends say Jose smells funny. They hold their noses when he walks by.

**Teasing**  **Bullying**

Pierre’s brother calls Pierre “Little Buddy.”

**Teasing**  **Bullying**

Rachel is allergic to peanuts. Kylie keeps offering Rachel food with peanuts and then saying, “Oh, I forgot you can’t eat that.”

**Teasing**  **Bullying**

Scott is always smiling, so his teacher calls him “Sunny Scott.”

**Teasing**  **Bullying**

Bart tries to catch a fly ball zooming into the outfield, but it slips out of his glove. For the rest of the game, his teammates call him “Butterfingers.”

**Teasing**  **Bullying**
Gossip

Starting or spreading gossip is bullying.

People sometimes start gossip because they are jealous of another person and think that making that person look bad will make them feel better. Other times, people gossip to seem important or in the know.

Sometimes gossips just don’t think before they speak. It’s important to remember that your words impact both the listeners and the people you are speaking about. Also know that when you repeat someone else’s words, they become your words!

You can act to stop gossip by:

- Not repeating it
- Getting the facts
- Not taking part in spreading something hurtful
- Refusing to listen to it
- Ignoring it

Do you spread gossip? Circle your answer to each question.

Do you repeat a story soon after hearing it without first finding out whether it is true?

- Often
- Sometimes
- Never

After hearing gossip, do you get angry with the person it is about without first asking for that person’s side of the story?

- Often
- Sometimes
- Never

Do you ever make up something about someone to make yourself look good?

- Often
- Sometimes
- Never

Do you ever make up something to make others jealous?

- Often
- Sometimes
- Never

Do you ever share others’ secrets?

- Often
- Sometimes
- Never

Do you ever make jokes that others believe are true?

- Often
- Sometimes
- Never

WHOEVER GOSSIPS TO YOU WILL GOSSIP ABOUT YOU.

—Spanish proverb

Give yourself 3 points for often, 2 points for sometimes, and 1 point for never.

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<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>6 to 8</td>
<td>Pet yourself on the back for not being a gossip!</td>
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<tr>
<td>9 to 10</td>
<td>You’re careful about the things you say most of the time.</td>
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<tr>
<td>11 to 18</td>
<td>Start being more cautious about which information you repeat.</td>
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Cyberbullying

Cyberbullying happens on the Internet or through phone calls or text messages. Because it’s easy to act anonymously online, people sometimes say or do things then that they wouldn’t say or do face-to-face.

Look back at page 2 to review the types of bullying. Read the scenarios below, and decide whether they are examples of cyberbullying.

1. Louis sends Ben a text message that reads, “I really like you. Do you like me? Victoria.” Ben sends a text back asking Victoria on a date. Louis sends Ben's text to everyone in school.
   - Cyberbullying
   - Not Cyberbullying

2. Marta's friend Stacey often tells Marta what to do. Marta is tired of being bossed around, so she sends Stacey an e-mail that reads, “I don’t want to be friends anymore.”
   - Cyberbullying
   - Not Cyberbullying

3. Nina sends Terrell an e-mail that reads, “Brantley cheated on the math midterm.” Terrell forwards the e-mail to three other kids.
   - Cyberbullying
   - Not Cyberbullying

4. Deanna takes an embarrassing picture of Riley at a party. Deanna then posts the picture to her social-networking page.
   - Cyberbullying
   - Not Cyberbullying

If you're the target of cyberbullying, you can make it stop.

Do not write back. Responding gives the bully exactly what he or she is looking for—a reaction.
Make a copy. Save all bullying messages, posts, and/or pictures.

Block the bully. Prevent the bully from contacting you via IM, private message, or e-mail.
Tell an adult. Tell a trusted adult about the cyberbullying.

Have you or a friend ever been the subject of gossip? If so, what happened? How and why did the gossip start?
Cliqués

I've had the same group of friends since the third grade. We're super close.

All my friends are on the soccer team with me. We have a lot in common.

Everyone knows us. We're always together.

We all want to belong! It is important to feel loved and accepted. However, groups of friends and cliques are not the same thing. Groups of friends respect and accept for who they are the people in them. In contrast, cliques are restricted groups whose members must be granted entrance. Cliques sometimes require their members to wear specific clothing or participate in certain activities.

Underline the statements that illustrate friendships. Circle the statements that illustrate cliques.

"Are you thinking about entering your painting in the art show? Go for it! I think you could win."

"I like it when you say what's on your mind."

"I can't believe you invited Paul to sit with us at lunch. He's a loser. Why don't you and Paul get your own table tomorrow?"

"Amy gained so much weight over the summer. I'm not inviting her to my pool party."

"We're all going out for football this year. Make sure you show up for tryouts."

"What do you feel like doing?"

"Don't talk to Joe; I saw him talking to Dylan yesterday."

"Let's invite the new girl, Sally, to hang out with us."
Cliques usually have leaders who boss around or even bully their members. A clique leader is not a true leader. A true leader is someone who stands up for what he or she believes in and accepts others without trying to control or manipulate them.

**A CLIQUE LEADER:**
- Is controlling
- Tells other people what to do
- Makes all the decisions
- Rejects others
- Bullies others

**A TRUE LEADER:**
- Is honest
- Says what he or she feels
- Supports others
- Appreciates others
- Stands up for himself or herself
- Is a friend

Have you had an experience with a clique? If so, write about it.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How would you feel if you were rejected? Read through the following examples with a partner, and briefly discuss how you each would feel if you were in these situations.

Choose one, and create a short skit showing how the situation could be handled nicely.

**Situation 1**
The leader of your clique decides that Sarah is no longer a part of the group. Sarah is your best friend.

**Situation 2**
You try to talk to a group of kids at lunch, but they laugh and turn away from you.

**Situation 3**
A group of kids constantly picks on someone in your class. They call him names and push him around.
Peer pressure

*Peer pressure* is the act of pushing someone your own age to make a specific choice.

Everyone has experienced some form of peer pressure. Write about your experiences here.

| + | 0 | - |

Why do some kids struggle to resist peer pressure? Read through the following reasons, and add two of your own.

- They want their peers to accept them.
- They are afraid they will lose a friend.
- They think participating will make them appear more adult.
- They don’t know how to resist the peer pressure.
- They lack the confidence to stand up for themselves.

| + | 0 | - |

There are different types of peer pressure. Decide whether the peer-pressure situations below are positive (+), neutral (0), or negative (−).

- Your friend wears a fedora to school. She says it is the latest thing and urges you to wear one too.
- Your friend plans to skip school to go to the beach. He encourages you to come with him.
- Your friend is drinking beer at a party. She gives you a beer and says, “Don’t be such a baby. It’s just a beer.”
- Your friend has started running every morning before school. He presses you to meet him at the track, so you can run together.
- Your study group insists on meeting every night for a week before a big test.
- Your friend is joining the art club. She begs you to join too.
- You and a friend meet some older kids who are smoking. Your friend accepts a cigarette. He wants you to take one too. He says, “One cigarette won’t kill you.”
How can you resist negative peer pressure?
The next time you’re wondering about whether to give in to peer pressure, think about these questions:

1. Are there good reasons for doing this?
   If so, what are they?
2. Are there good reasons for not doing this?
   If so, what are they?
3. What could happen (tomorrow, next week, later) if I do this?
4. Would an adult I respect do this?

5. Would I be okay telling an adult I respect about doing this?
6. Is it safe for everyone involved?
7. Is it the right thing to do?

When a friend asks you to do something you know is wrong, it takes courage to stand up for yourself! Look at some of the ways you can stand up for what’s right. Rank the ideas in order from 1 to 7, with 1 being the best way to stand up for yourself.

- **Change the subject.** Your friend might lose interest in the idea or forget about what he or she wants you to do.
- **Suggest a similar but better/safer idea.** “I don’t want to explore the old mine, but let’s check out those caves!”
- **Get another person on your side.** Often, others will secretly feel the same way you do!

- **End the conversation.** Don’t argue or make excuses.
- **Walk away.** Better yet, avoid situations in which you know you will be pressured to do something wrong.
- **Just say no.** Look people in the eye and say it like you mean it.
- **Talk to an adult.** If you’re in a situation that you can’t handle alone, ask an adult you trust for help.

*Do you have any other ideas? Record them here:*
Putting It All Together

Self-Assessment

True or false? Circle the correct answer to each statement.

Gossip that's true can be as hurtful as gossip that isn't true.  
If you receive a bullying e-mail, it is best to write back and tell the person to cut it out.  
It's not really lying to spread gossip about yourself.  
Friends are respectful of each other's differences.  
All peer pressure is negative.  
Teasing is funny, equal, and stops if anyone's feelings are hurt.  
A true leader tells other people what to do and who to be friends with.  
Some kids think that resisting peer pressure will cause them to lose friends.

Writer Dave Barry once said, "The most powerful force in the universe is gossip." What do you think he meant?

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Extension Activities

1. Imagine you are an advice columnist. A student your age has written to you to say he or she has a hard time making friends. Write a letter detailing the advice you would give to him or her.

2. As a class, brainstorm ways that the barriers between cliques could be broken. For example, a schoolwide activity that appeals to a lot of different people (such as a car wash to raise money for an animal shelter) is one way to bring people together. Carry out as many of your ideas as possible.

3. Look at the ways you can stand up for yourself on page 25. Choose the best ones, and make a poster that explains how people can stand up for what's right. Display the poster on your classroom wall.

Learn More

- The 7 Habits of Highly Effective Teens by Sean Covey
- The Shyness & Social Anxiety Workbook for Teens by Jennifer Shannon
- cliquein.org
- www.thecoolspot.gov/pressures.asp
Be a Leader

Resolve conflicts

What is conflict?
A conflict is a disagreement or argument between people. Conflicts happen when people disagree, want to do different things, argue, or get angry with each other. It's difficult to avoid conflict all the time, so it's important to know how to handle it well!

Read each sentence and decide whether it's an example of conflict.

Jessica and Louisa are working together on a project. Louisa wants to use blue paper, but Jessica thinks that red paper would look better.

Conflict □ Not conflict

Darren and Josh are spending the day at Josh's house. Darren wants to play video games, but Josh wants to ride bikes.

Conflict □ Not conflict

Mario's brother, Jorge, borrowed Mario's MF3 player without asking.

Conflict □ Not conflict

How can you resolve a conflict? You can prevent conflicts before they begin, or stop them if you need to, by following these four steps:

1. Get the facts.
2. Be a good listener.
3. Tell how you feel.

With a partner, decide the best way to resolve the conflict in each scenario.

- You need to use the family computer to do your homework. Your brother, Ian, is playing a video game on the computer and won't let you use it. You've already waited for an hour.

- You tell your friend Cathy an important secret, and she promises not to tell. Later in the day, you overhear her telling a large group of people your secret.

- Your teacher has instructed your class to stay together during your trip to a museum. Your friend Scott wants you to sneak back with him to take another look at the dinosaur exhibit.

- Your friend Nicole wants to listen to your sister's new CD. You know you shouldn't use your sister's things without her permission. Nicole says, "Oh, come on. Take a chance."
What are communication blockers?

Communication blockers are hurtful words that can either start a conflict or make one worse. Talking about a problem is very important, but you have to choose your words carefully. Be careful not to use communication blockers!

**Type of Communication Blocker:**

<table>
<thead>
<tr>
<th>Blaming</th>
<th>Insulting</th>
<th>Name-Calling</th>
<th>Threatening</th>
<th>Putting Someone Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It’s your fault!”</td>
<td>“You drew that. It’s so ugly!”</td>
<td>“You’re a loser!”</td>
<td>“Come here and say that!”</td>
<td>“I can’t believe you actually like that. You’re crazy!”</td>
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</table>

Look at the example sentences and write what kind of communication blocker each one is.

1. “You must be really dumb if you can’t answer that question.”
2. “I’m going to get you for that!”
3. “If you were on time, we wouldn’t have missed the bus.”
4. “You’re such a baby. When are you going to grow up?”
5. “Nice haircut. You should wear a hat!”

Use the tips below to improve your communication skills.

**Do:**
- Pay attention to what the person is saying
- Ask questions if you don’t understand
- Think about how the other person feels

**Don’t:**
- Interrupt
- Change the subject
- Immediately tell the person what he or she should do
Step up

It's everyone's job to help create a caring school community. Teachers and family members have a responsibility to make sure school is a safe and fair place for students, but they need your help. What can you do to help make your school a comfortable place for learning and friendship? It's easy! Just remember to have:

1. Respect for yourself
2. Respect for others
3. Responsibility for your words and actions

Why is it important for everyone to work together to create a caring school community?

Being part of a school community means that your choices affect other people. You can have a positive, negative, or neutral influence on others.

Have you ever witnessed bullying? If so, you have been a bystander. How can you as a bystander be a positive influence in a bullying situation?

- **Don't laugh.** If you laugh, you are encouraging the bully to continue.
- **Speak up.** If the situation isn't dangerous, let the bully know that you don't like what's happening.
- **Get help.** If you aren't sure how to stop the situation, find an adult and ask for help.

After speaking up or getting help, how else can you encourage and support a target of bullying? Look at the suggestions, and add some of your own.

- **Listen to the target.** It can help a lot just to have someone to talk to.
- **Invite the target** to spend time with you and your friends.
Stay safe

So how do you know when it is safe to speak up and when you need to get help from an adult right away? You need to use your knowledge of bullying and your instincts at the time the bullying occurs to make an informed decision. If you are not sure, report to an adult.

Remember to be safe! It’s important to help, but help in a way that won’t get you hurt!

No one likes a tattletale. One of the reasons students don’t tell adults about bullying is because they think doing so is tattling, or ratting out another kid. But wait! There’s a big difference between tattling and reporting.

**TATTLING**

is telling to get someone into trouble. You’re trying to cause problems.

**REPORTING**

is telling to get yourself or someone else out of trouble. You’re trying to solve a problem.

What would you do? You can choose more than one answer.

1. A group of kids is shooting spitballs at a classmate in the cafeteria.
   - Say, "Hey, knock it off! That’s not cool."
   - Tell a cafeteria worker what is happening.
   - Run to get a straw so you can join in.

2. You receive a text from a classmate calling you a rude name.
   - Text back with a rude message.
   - Delete the text and forget about it.
   - Show the text to a trusted adult.

3. One kid is calling another kid names in the hallway.
   - Step into the nearest classroom and tell the teacher.
   - Ask the target to walk away with you.
   - Say, "Stop name-calling. No one wants to hear that."

4. Two students are forcing another student to hold his head underwater in the restroom.
   - Run to get the closest adult.
   - Grab one of the bullies and threaten to do the same to him.
   - Yell for everyone to come see what’s happening.

5. Your friends tell you not to bother getting to know the new girl because she is snobby.
   - Approach the new girl and strike up a conversation, so you can judge for yourself.
   - Stay away from the new girl.
   - Tell a teacher that your friends are being mean.

6. Two classmates stole another classmate's clothes out of her locker during gym class.
   - Tell the girls who took the clothes to give them back.
   - Tell the gym teacher what happened.
   - Hope that your classmate is okay wearing her gym clothes for the rest of the day.
Read the scenarios below. Decide whether each one is an example of reporting or tattling.

1. Your sister left her cell phone on the bus. She knows your family will be angry, so she hasn't told them yet. You decide to tell your family.
   Reporting  Tattling

2. You saw a student making fun of a younger kid on the bus. The older student took the younger student's cell phone and wouldn't give it back. You decide to tell the bus driver.
   Reporting  Tattling

3. Your friend sent you an e-mail with an embarrassing picture of one of your classmates. You decide to tell your teacher.
   Reporting  Tattling

If you report bullying, you're looking out for your school community. Everyone, including the bully, benefits when you have the courage to speak openly about bullying. So what should you expect to talk about when you make a report?

**COMMUNITY CARD** Information to share with a trusted adult.

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<th>WHO is bullying?</th>
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<table>
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<tr>
<th>WHO has seen it happen?</th>
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<table>
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<tr>
<th>WHAT does the bully usually say or do?</th>
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<table>
<thead>
<tr>
<th>WHEN and how often does it happen?</th>
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<th>WHERE does it usually happen?</th>
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<tr>
<th>HOW does it make you feel?</th>
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Putting It All Together

Self-Assessment

True or false? Circle the correct answer to each statement.

Conflict is another word for bullying. .................................................. TRUE FALSE
If the situation is not dangerous, you should speak up against bullying. ........................................ TRUE FALSE
If you laugh when you see bullying, the bully becomes discouraged. ........................................ TRUE FALSE
Blaming, insulting, and threatening are all communication blockers. ........................................ TRUE FALSE
You should report bullying to an adult. .................................................. TRUE FALSE
If someone tells you about a problem, you should immediately offer advice about how to solve it. ........................................ TRUE FALSE
When you are involved in a conflict, it is important to listen to the other person's point of view. ........................................ TRUE FALSE
Teachers, family members, and students should all work together to create a caring school community. ........................................ TRUE FALSE

How can the way you treat people now affect your life in the future?
Do you think you're behaving in a way that will lead to the kind of future you want?

Extension Activities

> Review the three necessary things you can do to help create a caring school community on page 29. Write a story about a school situation in which all three components are necessary to help resolve a problem.

> Interview your principal or a teacher. Ask: What is our school’s current bullying policy? Brainstorm ideas that could supplement the current policy. Is an anonymous reporting system already in place? Does your school have a peer-mentoring program? Share your ideas with your teacher and class. Which ideas could your class help implement?

> Interview a member of your school staff or a bus driver. Ask: If a student reported bullying to you, what would you do with that information? What steps would you take? What would be the outcome of the student’s report?

Learn More

- kidshelpphone.ca/Teens/home.aspx
- www.pacerteensagainstbullying.org/#/home