

8159DV

PUSHED TO THE BRINK: Bullycide on the Rise

DVD Version

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Teacher's Resource Book

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DVD MENU

MAIN MENU

- **Play**
- **Play with Spanish Subtitles**

This option allows you to view the program with Spanish subtitles. Subtitles are enabled/disabled by selecting a button on the DVD player remote or by using the remote to select subtitles from the menu button.

- **Chapter Selection**

From here you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

1. Introduction
2. Kristina's Story
3. Jeff's Story
4. Bullycide
5. Types of Bullying
6. Stopping the Problem
7. Effects of Bullying
8. Conclusion

- **Teacher's Resource Book**

A printable file of the accompanying Teacher's Resource Book is available on the DVD. Load the DVD onto a computer that has a DVD-ROM and Adobe Acrobat Reader.

For PC users: From the "Start" menu, click on "My Computer," then right click on your DVD disk drive and select "Explore." Double click on the PDF document to open the Teacher's Resource Book.

For Mac users: In "Finder," click on the DVD under "Devices." Then click on the PDF document to open the Teacher's Resource Book.

INTRODUCTION

In January 2010, 15-year-old Phoebe Prince hung herself after being taunted and harassed by a group of older students. In September 2010, 15-year-old Billy Lucas hung himself after years of torment from classmates because of his perceived sexual orientation. In December 2005, 15-year-old Kristina Calco killed herself after relentless teasing. In September 2010, 18-year-old Tyler Clementi jumped off of a bridge after his college roommate broadcast his intimate encounter on the Internet.

Their stories are just a few of the heartbreaking cases of “bullycide” that have been making headlines across the country in recent years. Unable to see a way to end the torment at the hands of their peers, some teens tragically choose to escape the bullying by ending their own lives. Their deaths leave their families, friends and classmates engulfed with grief and tough questions: Why did this happen? And how could it have been prevented?

Bullying is a serious and widespread problem in American schools. A 2010 survey of more than 43,000 teens conducted by the Josephson Institute of Ethics found that 47% of students had been “bullied, teased or taunted in a way that seriously upset them” in the past year. In that study, 50% of students admitted to having acted like a bully. The problem was even worse for GLBT (gay, lesbian, bisexual, transgender) teens: 86% of them reported being harassed at school.

Bullying—repeated aggressive behavior that is intended to harm the target—is not a rite of passage or “kids being kids.” Instead, these cruel and hurtful actions leave targets feeling anxious, angry and depressed. Students may also suffer from low self-esteem, health problems and academic failure. Even worse, studies have also shown that the targets of bullies have a higher risk of suicidal thoughts and suicide attempts. Bullying prevention does more than improve the educational climate at school—it can save lives.

It is essential for young people to understand that bullying is absolutely unacceptable. Bystanders must also be encouraged to speak up when they witness bullying incidents; studies have shown that when a bystander intervenes, bullying usually stops within seconds. By telling a bully to stop, reporting bullying to a teacher and offering support to victims, bystanders have enormous power to help a peer in pain. Finally, the targets of bullies should understand that they are not alone—there are sources of support and help available to them.

Pushed to the Brink: Bullycide on the Rise is designed to prevent suicide by empowering all students to take action against bullying. Through real-life stories of teens who committed suicide because they were bullied, interviews with adolescent psychologists and dramatic vignettes, viewers will comprehend the seriousness of bullying at school—and learn effective strategies for ending bullying in their communities. Armed with an understanding of their legal rights and the know-how to intervene and seek support, students will make their schools safer—and perhaps, save the life of a classmate.

LEARNING OBJECTIVES

After watching the video *Pushed to the Brink: Bullycide on the Rise* and participating in the activities included in this Teacher's Resource Book, your students will be able to:

- define bullying as behavior that is intended to cause harm, is repeated over time and occurs where there is an imbalance of power between the bully and the target
- distinguish between physical, verbal, social and cyberbullying
- describe the negative effects that bullying has on targets, bystanders and bullies themselves
- accept the responsibility to prevent bullying in their communities
- employ strategies to intervene in bullying incidents that they witness
- describe ways to cope with a bully
- identify sources of help and support
- recognize bullying behavior in themselves
- recognize the warning signs of suicide
- detail ways to help a friend who might be considering suicide
- describe their rights to a safe school environment as outlined in school policy, state law and federal law

NOTES TO THE TEACHER**Creating a Safe Space**

The video *Pushed to the Brink: Bullycide on the Rise* and the activities contained in this Teacher's Resource Book deal with sensitive topics that may make some students uncomfortable. It can be helpful to establish ground rules for discussion before you watch the program or implement activities. These rules help ensure that students feel respected and safe during class. Some rules that you might want to establish include:

- All students must listen respectfully to each other, even if they disagree with the expressed opinions.
- All students must be supportive of their classmates and refrain from criticizing each other.
- All students should be aware that it can be difficult to share personal feelings and experiences with others.
- All students should understand that their classmates might have different cultural backgrounds, religious beliefs and opinions and should make an effort not to offend others.
- Opinions and comments shared in class should not be repeated outside of class.

Bullying Self-Assessment Activity

In this activity, students will anonymously assess their behavior to determine their possible roles as bullying targets, bystanders or bullies. Anonymity will help students be more honest to get more meaningful results. Though the self-assessment is meant to help students evaluate their own behavior, you may want to collect the completed surveys to get a better idea of how much—and what types of—bullying is experienced by your students. Awareness of the extent of the bullying problem at school is an important step toward reducing bullying.

Four Corners Activity

This activity asks students to respond to various types of bullying they might witness. To prepare for this activity, you will need to create four signs to post in the four corners of your classroom. They should read: "Walk away," "Try to get the bully to stop," "Talk to the target in private later" and "Seek adult help." To conduct the activity, read the bullying scenarios aloud, one by one, and ask your students to walk over to the corner that represents how they would respond.

NOTES TO THE TEACHER CONTINUED

Bullying Debate Activity

This activity includes three different topics for your students to debate in class. Feel free to add or replace topics with other activities that may be more specific to your community or interests.

How to Avoid Being a Bully Activity

This activity asks students to brainstorm different reasons why someone might act like a bully. You should collect the reasons and write the best ones on the board. Answers will vary, but it's helpful to make sure that the following reasons are included on your list:

- The bully is angry or sad about something.
- The bully has been bullied by others in the past.
- The bully wants to feel superior to others.
- The bully wants to get back at someone.
- The bully feels peer pressure to act aggressively.

Support Campaign Activity

In this activity, students are asked to work together to spread the word about bullying prevention. The most effective campaigns are the ones visible to the greatest number of students at your school. If possible, obtain permission ahead of time to show anti-bullying videos or presentations, hang posters or murals in public spaces or otherwise share your students' work with classmates.

Allies Club Activity

A permanent anti-bullying club is an excellent way to continue bullying prevention initiatives in your school. Though it might not be feasible to kick off such a club at every school, you are encouraged to consider starting one with your students. If you are unable to commit to forming an Allies Club, consider having your students complete the suggested *Helplines* activity separately.

PROGRAM SUMMARY

The program begins with recollections from Michelle Calco, the mother of 15-year-old Kristina Calco. She holds a scrapbook she made after her daughter's suicide. "She was known for smiling and being kind and happy...up until junior high school," Michelle says. "Something started to change about her, but I couldn't put my finger on what it was."

Next, viewers see photos of 15-year-old Jeffrey Johnston. His mother, Debbie, remembers, "He was just a normal kid with a big, loving family and wonderful teachers and big plans for the future. He was comfortable with who he was. It was good enough for us; it was good enough for him. He was happy." However, at the end of ninth grade, his personality changed. "Jeff seemed almost depressed," his mother recalls.

At this point, the program introduces bullying expert Joel Haber, Ph.D, who explains that repeated torment from peers can make young people feel depressed. "They become more isolated, they become more alone. They really begin to lose hope that they are part of what other kids have—which is social value," he notes.

The title, ***Pushed to the Brink: Bullycide on the Rise***, appears on screen. Dr. Haber invites a discussion group of teens to explain why a bullied student might take his or her own life. "I think it is whatever names they were called—they just start to believe that is who they are," a female student named Bettina suggests. A young man named Elijah notes that it is difficult for bullied students to tell their parents what's going on. Cassandra adds, "Most of the people who take their lives don't have anyone to talk to." The students also share their own stories of being bullied in school. Elijah describes how he was called names in middle school. Bettina shares that she endured verbal abuse from second grade forward. Reynaldo remembers, "I was so used to being this macho man that I couldn't go to anyone. In elementary school, I was the popular guy. So I was the bully at first. But when I got to middle school, I became the victim of the bullying."

Michelle Calco returns on-screen. She shares that a group of students at Kristina's school teased her every day, calling her "ugly" and playing pranks on her. Dr. Haber then asks the discussion group if they think teens are susceptible to what their peers say about them. Elijah confirms this as he describes how he used to be ridiculed by his classmates for his small size. He admits that he believed his tormentors at the time. Similarly, Bettina confirms that even today, she has to remind herself that the comments bullies made about her aren't true.

Dr. Haber explains that frequently a bully's intention is to improve his or her own social status. "They think they are going to become more popular, more connected, and actually develop more friends by making others feel bad." Reynaldo agrees that he used to express his own feelings of insecurity by tormenting other students. He regrets it now, but "back then it almost seemed like the right thing to do."

PROGRAM SUMMARY CONTINUED

Debbie Johnston, Jeffrey's mom, describes a time she heard another boy threatening her son over the phone. That boy "went on to torture and bully Jeff for the next three years," Debbie says. The bully also harassed Jeff online. "Gradually, Jeffrey distanced himself from other people."

Dr. Haber notes that long-term bullying can make young people anxious and depressed—and even reach a point when they feel that they don't have a reason to live. Bettina describes not having any of her friends stick up for her. "I can't imagine what they were thinking," she says. Michelle Calco notes that her daughter's bullies constantly called her ugly, to the point that "she wrote in her diary that she couldn't stand to look in the mirror because she was so ugly."

Dr. Haber then explains that young people might not understand the finality of suicide. "Their brains haven't developed enough to understand what it means to really kill yourself." Next, both mothers talk about the last times they saw their children alive. "There was no indication that anything was wrong. When she died, it was as if a bomb went off," Michelle Calco comments. "It's almost as if your whole life ended." Jeff's mom remembers kissing her son goodnight, but the next morning, "he was already gone."

Back in the group discussion, Dr. Haber asks why students might have trouble confiding in their parents about bullying. "Is the shame of bullying so humiliating that telling an adult just feels like it is just not something you can do?" Bettina says that she was too embarrassed to tell her parents that her peers were hurting her. "I didn't want to admit that I was suffering. I wanted her to think that I was fine." Another teen, Cassandra, adds that she feared her father would go to her school and talk to her counselors if he knew about the bullying.

Dr. Haber defines bullying as intentional behavior meant to hurt someone else in order to improve your own social status. There are three different types of bullying: physical, verbal and exclusion, in which students marginalize or ignore someone and make the person feel that he or she doesn't belong. Bettina describes how her best friends suddenly rejected her. "I had five best friends, but one day they decided they didn't need me. Every time I came near them, they would walk the other way. It was horrible. I still remember that pain until this day."

Next, Dr. Haber addresses cyberbullying, which is a much bigger problem because it extends beyond just the bullied student and the bullies. "Material can be put out there to millions of people," he says. "The humiliation factor can be that much greater. Once you send something, you can never take it back." Reynaldo agrees; he says that the cyberbullying he experienced was actually worse than any physical bullying he endured.

Dr. Haber addresses the importance of knowing when a line has been crossed. "When you see that you are hurting someone or someone is upset, say to yourself, 'Whoa, did I do something to make someone feel good or feel bad?'" he notes. "When you learn that, you're not going to bully other kids."

PROGRAM SUMMARY CONTINUED

Debbie Johnston points out that traditionally, people have tried to address bullying by encouraging the victim to speak out—but when that happens, the bully might simply move on to other students. “They’ll just continue until they find someone like my Jeff, or like Phoebe Prince. And they’ll continue until there is a tragedy.” Michelle Calco urges viewers to consider that bullying someone else might impact the victim in far more profound ways than the bully might realize. “You really don’t know how that’s going to impact someone—for the moment or for the rest of their lives.”

Finally, the program addresses the power of bystanders. “A bystander is someone who just stands around and watches. An upstander is someone who steps in and does something.” Dr. Haber encourages all young people to be upstanders, not bystanders—to step in and support the victims of bullying. “If you just stand around and watch, you are actually supporting the bully,” he explains.

In the group discussion, Elijah notes that when bystanders stop long enough to put themselves in the victim’s shoes, they are able to understand the problem and help the victim. Debbie Johnston explains that bullying usually stops within 30 seconds when bystanders step in. “There’s this myth that all bullies have low self-esteem and feel terrible about themselves, but that’s not the case. Because their peers either say nothing or they join in and laugh. When their peers step in...the bullying stops.”

Dr. Haber then reviews steps that bystanders can take to help stop bullying: tell a teacher, call a parent or tell the victim you want to help. In the group discussion, the teens all agree that even support given after the bullying incident is helpful. “The least that they can do is make you feel like it’s not so bad and you are not what everyone is calling you,” says Bettina. Debbie Johnston points out that students don’t have to risk physical violence in order to support their peers—simply standing with the victim can give support. “Even a silent presence in support gives courage to the victim,” she explains.

Dr. Haber explains that relentless bullying is such a traumatic experience that it can make young people feel hopeless. “No kid thinks that they’re actually going to drive a kid to suicide,” he says, “but bullying can lead kids to take their own lives. That’s how serious bullying is.”

Michelle Calco comments, “To feel that they were so hated and despised that they shouldn’t even be on the earth at all—that’s what bullying can make you feel like.” Dr. Haber emphasizes that help is always out there for victims of bullying. “You’re not alone. Bullying can make you feel depressed and alone, but that doesn’t mean you have to stay there.”

Debbie Johnston reminds viewers that it doesn’t matter how a person looks or what he or she likes to do. “It isn’t about how tall you are, what music you listen to, if you have freckles, if you wear glasses...It’s not about that. The problem isn’t with you. Whoever you are is just fine. You have a right to be that person,” she says. “The problem is with the bullies. We need to tell them

PROGRAM SUMMARY CONTINUED

it's wrong and we won't tolerate it anymore." Next, she asks viewers, "What would Jeff want you to do? He'd want you to speak for those who couldn't speak, to defend those who can't defend themselves."

As the program draws to a close, several of the teen speakers stress the importance of stepping in to stop bullying. "To be an upstander is someone who's not afraid to stick up for a friend," Elijah says. Bettina adds, "Stand up for your friends who are being bullied. It's not right—do something about it." Cassandra tells viewers, "Just talk to someone—a parent, a guidance counselor, even an acquaintance. Someone that you can talk to who can make you feel like you have worth."

Reynaldo ends the program with these words. "We're all the same. We all hurt the same and cry the same. So it's important to stand up for who you are as a person, and treat everyone with respect."

PRE/POST TEST ANSWER KEY

1. d
2. b
3. b
4. a
5. c
6. b
7. a
8. c
9. b
10. b

STUDENT ACTIVITIES

Name: _____

1. Repeated bullying can make the target feel all but which of the following?
 - a) depressed
 - b) isolated
 - c) less socially important
 - d) flattered

2. Which of the following is not a common reason that young people bully their peers?
 - a) They want to feel more socially connected.
 - b) They are incapable of feeling empathy.
 - c) They don't understand the consequences of their actions.
 - d) They want to improve their popularity.

3. Depression, anxiety and the feeling that there's no reason to live anymore can result from _____.
 - a) one incident of bullying
 - b) repeated, long-term bullying
 - c) one mean text message
 - d) all of the above

4. Many teens who contemplate suicide _____.
 - a) don't understand the finality of suicide
 - b) have fully developed brains
 - c) believe they can find help
 - d) just want attention

5. Making someone feel that he/she does not belong in a social group is called _____.
 - a) physical bullying
 - b) verbal bullying
 - c) exclusion
 - d) cyberbullying

Name: _____

6. Which of the following is not true about cyberbullying?
- a) It can be witnessed by many people.
 - b) It is easier to deal with than physical bullying.
 - c) It can be much more humiliating than other types of bullying.
 - d) In many cases, it can never be taken back.
7. Someone who watches bullying without taking action is called a _____.
- a) bystander
 - b) upstander
 - c) bully
 - d) target
8. What is the typical outcome when a bystander intervenes in a bullying incident?
- a) The bully turns on the bystander.
 - b) The bully feels more popular.
 - c) The bullying stops within 30 seconds.
 - d) a and c
9. Which of the following is not a good way for an upstander to support a bullied student?
- a) Sit with the person who has been excluded from the group.
 - b) Offer to start a bullying campaign that targets the bully.
 - c) Tell the bullied student that you want to help.
 - d) Tell a teacher or parent.
10. Bullied students should remember that _____.
- a) the bullying is usually their fault
 - b) help and support are available to them
 - c) they have to deal with bullying on their own
 - d) telling an adult about the bullying is tattling

Name: _____

After you have added up your score in each column, read on to learn what your number suggests.

COLUMN ONE: TARGET

0 points: Fortunately, you are not harassed by bullies. Consider your other scores to make sure that you are not standing by while your peers are bullied or acting like a bully yourself.

1 – 4 points: You have been the target of physical, verbal, social bullying and/or cyberbullying. Read the *If You Are Bullied* fact sheet to brush up on techniques for dealing with bullies and consider reporting the incidents to school administrators. You deserve to feel safe and respected at school.

5 or more points: You have suffered undeserved physical, verbal, social bullying and/or cyberbullying. It's time to take action to stop these behaviors. Read the *If You Are Bullied* fact sheet for advice on dealing with bullies. Strongly consider telling a trusted adult about what's going on and reporting the bullying to your school. You have a legal right to feel safe and respected at school, and it's time for the bullying to stop.

COLUMN TWO: BULLY

0 points: Great job! You are not acting like a bully. Consider your other scores to make sure that you are not standing by while others are bullied—and that you are not being bullied yourself.

1 – 4 points: You are bullying other students and your behavior needs to change. Read the *If You Are a Bully* fact sheet for advice. Consider talking to a trusted adult about your bullying behavior or getting professional counseling.

5 or more points: You are headed down a dangerous and harmful path. You need to make some changes right now for the sake of your peers—and yourself. Talk to a trusted adult about your behavior and seek professional help to stop your bullying.

COLUMN THREE: BYSTANDER

0 points: Congratulations! You are not one to witness bullying and silently stand by. You understand that watching bullying without taking action just encourages the bully. Keep up the good work by encouraging your peers to take action, too. Consider your other scores to make sure that you are not being bullied or acting like a bully yourself.

1 – 4 points: Remember that even if you don't directly bully others, standing by while others are bullied encourages the bully to continue. Intervening to help a peer can make a big difference in his or her life—and the overall social environment of your school. Read the *How to Be an Upstander* fact sheet for tips.

5 or more points: You have witnessed many types of bullying without taking action and your behavior needs improvement. Remember that bullying is never acceptable—it is your responsibility to help make your school a safe and respectful learning environment. Read the *How to Be an Upstander* fact sheet for advice.

Name: _____

It's not always easy to define bullying. What's the difference between good-natured teasing and harassment? Does a fight between friends count as bullying? Read the scenarios below and decide if they represent bullying or not. Ask yourself:

- Is the behavior intended to harm someone else?
- Is the behavior repeated over time?
- Does the behavior occur in a relationship that has an imbalance of strength or power?

When you're done, discuss your answers with the class. Did any of your classmates disagree with you? Share your reasoning for your answers.

1. Brent and Miguel are friendly with each other, even though they're not really friends. Both are fairly popular. During a pickup game of football, Brent and Miguel disagree about a tackle and it escalates into a heated argument. When they start punching each other, their teammates intercede to pull them apart.

BULLYING OR NOT? _____

WHY? _____

2. Longtime friends, Suzie and Melinda, had a falling-out over the summer. At the start of the school year, Suzie told the rest of their group of friends that they couldn't hang out with Melinda anymore. The other girls now exclude Melinda from their activities and ignore her phone calls and texts. Some of the girls still like Melinda, but they're afraid that Suzie will kick them out of the group, too, if they don't follow her lead.

BULLYING OR NOT? _____

WHY? _____

This activity is continued on the next page.

Name: _____

3. Jack is always teasing another guy at school, Nico. Jack makes fun of Nico's clothes, grades, shoes—even his race. The first few times, Nico ignored him. Recently, though, Nico told Jack to quit it. "What? I'm just joking. It's no big deal," Jack said. But ever since then, his name calling and teasing has gotten even worse.

BULLYING OR NOT? _____

WHY? _____

4. Trina tried out for the school play, but didn't make it. Another girl, Brianna, got the role Trina wanted. Upset, Trina went home and set up an anonymous email account. She wrote Brianna an unsigned email that said, "Nobody wants to you to be in the play. You're going to bomb...and you look fat in the costume!" After she sent it, Trina felt bad. She decided to pretend as if nothing happened, and she didn't approach Brianna again.

BULLYING OR NOT? _____

WHY? _____

5. A few months ago, Zoe dumped José for another guy. José's friend, Erik, saw how upset this made José. Erik started telling people at school that Zoe was a slut and had hooked up with a bunch of older guys. He texted a "warning" to all the guys he knew: "Stay away from Zoe if u don't want an STI! Haha!" Zoe showed up one morning to find that Erik had written "SLUT" across her locker in marker.

BULLYING OR NOT? _____

WHY? _____

6. Hank and Cameron have gone to school together for years. Hank teases Cameron regularly—he might give Cameron a hard time if he makes a mistake in gym class or gloat if he gets a better grade on a test. One day, Cameron asks him to let up. "Oh, man, I didn't mean anything by it," Hank replies. "I was just playing around." After that, Hank stops teasing Cameron.

BULLYING OR NOT? _____

WHY? _____

Name: _____

ACTIVITY 4

WHAT CAN YOU DO?

Bullying can often leave bystanders feeling anxious, depressed and helpless. However, by taking action, bystanders can make a big difference. Read the following scenarios, then write a paragraph on a separate sheet of paper describing what steps you could take to help. Include specific details, such as the names of adults you could turn to.

1. This semester, you've noticed a popular boy, Christian, picking on another guy, Owen. You don't know Owen very well—in fact, he doesn't have many friends at all. Christian, along with a few buddies, knocks Owen's books out of his hands, shoves him in the hallway and trips him in gym class. His buddies always laugh. The three of them are pretty intimidating. You don't know why Christian is treating Owen this way, but it's hard to witness the bullying.
2. Some people think that your classmate, Jenna, is a lesbian, and seem to have a problem with it. Your friend Taylor has been making a really big deal about it. Taylor will whisper insults when Jenna walks by, hold her nose or loudly criticize the gay community when Jenna can hear her. One day before class, you see Taylor quickly write "Lesbo go home" on Jenna's desk in permanent marker.
3. A link to a website has been making its way around school like lightning—students are texting and emailing it to each other. You click on the link to find a cruel website aimed at a shy classmate, Amy. Someone has posted really unflattering, digitally altered photos of Amy along with mean comments about her. You see that a number of your classmates have anonymously added to the page with insults of their own. You have no idea who started the website, but you can only imagine how Amy will feel when she sees it.
4. Your friend Casey has been having a tough time with bullies lately. You don't go to the same school, but Casey has told you that a group of boys repeatedly harass him when teachers aren't looking. It has gone from taunting and name calling to shoving him up against lockers and beating him up after school. Casey confided to a teacher once, but nothing was done to stop the bullies—in fact, the group attacked him even more viciously when they heard he'd "tattled." Casey has been acting more and more depressed, sometimes saying things like, "It would be easier for everyone if I just disappeared." You're becoming seriously concerned that he's considering suicide.

Name: _____

ACTIVITY 5

FOUR CORNERS

In this activity, you'll be asked to decide how to respond to a variety of bullying scenarios. Each corner in your classroom corresponds to one of the following choices (your teacher will tell you which is which):

**WALK
AWAY**

**TRY TO GET THE
BULLY TO STOP**

**TALK TO THE TARGET
IN PRIVATE LATER**

**SEEK HELP FROM
AN ADULT**

Your teacher will read aloud the following scenarios. Go to the corner that best represents what you would do in response. After each scenario, briefly discuss your choices as a class.

1. You see a classmate taunting and shoving a younger boy in the hallway. Nobody else is around.
2. You see a classmate, along with three of his friends, taunting and shoving a younger boy in the hallway.
3. You see a classmate taunting and shoving a younger boy in the hallway. The hall is crowded with others, some of whom are laughing.
4. A girl you don't know well calls your good friend a "waste of space."
5. A girl you don't know well calls a stranger a "waste of space."
6. Your good friend calls a girl you don't know well a "waste of space."
7. A classmate tapes a sign that says "Carl is gay" on a new student's locker.
8. A new student tapes a sign that says "Carl is gay" on a classmate's locker.
9. A girl you're friendly with sits down at a cafeteria table. All the other girls at that table pointedly get up and leave.
10. A girl you don't particularly like sits down at a cafeteria table. All the other girls at that table pointedly get up and leave.

When you're finished, discuss the following questions:

- Did you respond differently to different types of bullying (verbal, physical, social)? Why or why not?
- How did your relationship with the target affect your choice?
- How did your relationship with the bully affect your choice?
- In which situations did you feel most comfortable intervening? In which situations would be least comfortable?
- Which situations were you most likely to ignore?
- In which situations would you feel most comfortable talking to an adult?

Name: _____

ACTIVITY 6

BULLYING DEBATE

The best way to stop bullying—or prevent it in the first place—remains a controversial subject. Everyone agrees that bullying is a problem, but who should be held responsible when it happens in schools? Should a bully face criminal charges for his or her actions? These and similar questions are still being debated among educators and leaders.

In this activity, you and a small group of classmates will tackle one side of a bullying question. Break up into groups of three to five students, depending on the size of your class. Your teacher will assign each group one side of an argument.

Research your position using articles, news reports, books and reputable websites. Together, prepare a five-minute presentation that argues for your position. In your presentation, state your side of the argument and support it with several strong reasons. When you're done, the rest of the class will vote on which argument they found most convincing.

TOPIC ONE:

Bullying should be handled by each individual school's anti-bullying policy. There is no need for state or federal laws against bullying.

vs.

Bullying should be addressed by state and/or federal laws. School policies don't do enough to stop and prevent bullying.

TOPIC TWO:

Bullies should face legal consequences, such as fines, community service or jail time, as punishment for their behavior.

vs.

Instead of punishment, bullies should be enrolled in counseling that helps them learn to control anger and improve their social skills.

TOPIC THREE:

Bullies whose actions result in the bullycide of their targets should be punished more severely than bullies who don't provoke a bullycide.

vs.

All bullies should be punished equally, regardless of whether or not a bullycide takes place.

Name: _____

ACTIVITY 7

HOW TO AVOID BEING A BULLY

There are many reasons why a young person might act like a bully. But no matter what the reason, it's never acceptable to intentionally cause harm to another person. There is always a better solution for dealing with problems than bullying!

On a separate piece of paper, write down two or three reasons why someone might bully others. Your teacher will collect the papers, eliminate repeats and write a list of reasons for bullying on the board.

In the spaces below, write five reasons why a person might act like a bully. Then, write a healthy action the person can do in each instance instead of bullying. This action should address the reason in a positive, helpful way. Use another sheet of paper if you run out of room.

SAMPLE:

A person might act like a bully because *he/she is uncomfortable with people of a different race or sexual orientation than his/her own.*

A healthy outlet could be *reaching out to a trusted adult to talk about why he/she feels this way. Getting to know more about different cultures and sexual orientations.*

1. A person might act like a bully because _____

A healthy outlet could be _____

2. A person might act like a bully because _____

A healthy outlet could be _____

3. A person might act like a bully because _____

A healthy outlet could be _____

4. A person might act like a bully because _____

A healthy outlet could be _____

5. A person might act like a bully because _____

A healthy outlet could be _____

Name: _____

ACTIVITY 8

THE TOUGH CONVERSATION

Suicide is a very difficult topic to discuss. The thought of suicide can make people so upset or uncomfortable that they might avoid talking about it at all costs—but if you suspect that a friend might be thinking of suicide, it's *essential* that you bring it up. Young people who are considering suicide often think that no one understands what they're going through. By listening to a friend's feelings and helping him or her find professional support, you're not just being a good friend—you could also be saving his or her life.

In this activity, you will role play a tough conversation involving a possible suicide. Get into groups of three students, then read the *Getting Help* fact sheet together. Next, assign roles: Have one person in your group play a high school student who is considering suicide (A). Another person will play his or her concerned friend (B). To begin the role play, imagine that friend B approaches friend A after school at friend A's house. Friend B's job is to bring up the difficult topic and provide support.

The third person's role is to analyze the conversation as it plays out and give the other two feedback on how they handled the talk. Switch roles and repeat until everyone has played every role.

Consider the following points when you are analyzing the role play. Refer back to the *Getting Help* fact sheet for more details.

- How did friend B let friend A know that he/she wanted to talk?
Did this approach help friend A open up?
- How well did friend B listen to friend A?
- Did friend B ask if friend A was considering suicide?
- Did friend B express concern?
- Did friend B help friend A develop a specific plan for getting help?
- Did friend A ask friend B not to tell anyone about his/her feelings?
If so, how did friend B respond?

Name: _____

Bullicide, or committing suicide as a result of being bullied, is a tragic result of peer harassment. The shock of a peer's death is often combined with confusion or guilt as parents, friends and peers wonder what could have been done to prevent it.

Take a closer look at this phenomenon by choosing one real incident of bullicide. You might choose someone featured in the video, such as Kristina Calco, Jeffrey Johnston, Phoebe Prince or Tyler Clementi. Other recent high-profile bullicides include Megan Meier, Billy Lucas, Asher Brown and Carl Walker-Hoover.

First, learn more about the victim's story by researching it in newspaper articles, broadcast news reports and reputable online sources. Keep track of your sources with the *Resource Tracker*. Next, write a paper reacting to what you've learned. Organize your paper into three parts:

1. In Part One, summarize the hard facts surrounding the case. Address the following questions:
 - What were the details of the case? Who was the victim and who were the bullies?
 - Did the victim reach out for help before committing suicide?
 - Did any teachers or bystanders know about the bullying?
 - What was the school's bullying policy?
 - Did the state in question have any laws against bullying?
 - Have any laws been proposed or enacted in response to the bullicide?
 - Were there consequences for the bullies? For the school?

2. In Part Two, share your personal reactions and opinions to this story. Consider the following questions:
 - What could the victim's peers have done that may have made a difference?
 - Do you think the school's policy on bullying was enforced properly and strict enough?

This activity is continued on the next page.

Name: _____

- What are some warning signs the victim exhibited that went ignored or were not taken seriously enough?
- Do you think that the bullies were adequately punished?
- When it comes to anti-bullying education, where does the responsibility lie? Should it be up to the parents to educate their children about the severity of bullying? The school? The state?
- Has this story changed the way you look at bullying in schools? Does it change the way you would respond if you witnessed a classmate being bullied?

3. In Part Three, answer the following questions about bullying and bystanders in general:

- Do bystanders have the power to prevent bullycide?
- Do bystanders have an ethical responsibility to step in when they witness a bullying incident? Why or why not?
- Should schools require bystanders to act when they witness bullying? Why or why not?
- Who can do the most to prevent bullying—schools, parents, teachers or bystanders? Explain your choice.

This activity is continued on the next page.

Name: _____

ACTIVITY 9C
RESOURCE TRACKER

Title of book or article:

Title of book or article:

Author(s):

Author(s):

Published by/website address:

Published by/website address:

Copyright date:

Copyright date:

Subject covered:

Subject covered:

Quote(s):

Quote(s):

Notes:

Notes:

Name: _____

Many states have enacted anti-bullying laws in the last several years. These laws vary considerably from state to state—for example, some require legal consequences for bullies, while others simply require that schools adopt bullying policies.

Imagine that you were asked to write the ideal anti-bullying bill for the entire country. What would it look like? How would it attempt to prevent bullying from happening in the first place? How would it deal with bullies?

Working in small groups of two or three students, decide what you will include in your ideal anti-bullying bill. Write the details of the law on a separate sheet of paper and present it to your class. When everyone has shared their bills, the class will discuss the options and vote on the best one. This bill will become your class's ideal anti-bullying law.

Consider the following questions as you write your bill:

- How will you define “bullying?” What behaviors are included in that definition?
- How will you treat cyberbullying? Will it have the same consequences as other types of bullying?
- Who will you hold responsible for bullying? The bully? The bully's henchmen, or people who don't start the bullying but still participate? What about bystanders?
- What are the consequences for bullies? Would they include fines, community service or jail time? What about a second offense? A third offense? What if the bullying resulted in the target committing suicide?
- What responsibilities should teachers and other school administrators have to stop and prevent bullying?
- Will you treat bullying that is based on the target's race, gender, sexual orientation or disability differently than other types of bullying (as federal anti-discrimination laws now do)?

Name: _____

Did you know that you have legal protection from harassment and bullying? Every school, town and state have different policies, however—it's time to discover exactly what your rights are.

In this activity, you will look up laws that govern your school, your state and the entire United States. Once you have located these laws, you will summarize them. Imagine that you must explain these legal rights to a fifth-grader; include all the important details while making sure that the average 11-year-old will understand. Write your summaries of all three policies on a separate sheet of paper.

PART ONE: YOUR SCHOOL

Every school should have some kind of anti-bullying policy. These policies might address how the school will punish bullies or where bullied students can turn for help. Look for a copy of your school's policy in the school handbook, on your school's website or in the main office. Counselors or other administrators can help you find it.

PART TWO: YOUR STATE

Most (but not all) states have anti-bullying laws. Some of these laws require that all schools have an anti-bullying policy; others include fines and other types of punishment for bullies. State laws should be available online. Start your search at:

<<http://cyberbullying.us>>

If your state does not have an anti-bullying law, find out as much as possible about why such a law does not exist. Has an anti-bullying bill ever been introduced to the legislature? If so, what happened to it? Are there currently efforts under way to introduce one?

PART THREE: THE UNITED STATES

At the time of publication, there was no all-encompassing anti-bullying law for the U.S. But other types of laws that cover discrimination and civil rights do deal with some types of bullying and harassment. In the fall of 2010, the Department of Education sent a letter to schools across the country detailing what student rights are under federal law. Summarize this "Dear Colleague" letter. You can find a copy at:

<<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>>

Name: _____

Targets of bullies often feel alone, helpless and unsure of where to turn for support. But the more students who stand up and speak out against bullying, the safer and more respectful your school will be—for everyone. This is your chance to offer support to all students who feel bullied or harassed. With this activity, you will send a clear message: Bullying is NEVER acceptable.

As a class, design and implement a schoolwide bullying awareness campaign. Your campaign should have three major goals:

1. Develop respect and kindness among students
2. Encourage bystanders to step up and speak out against bullying
3. Provide support and hope to bullied students

As a class, decide on the best ways to spread your anti-bullying message around school. How can you reach the most students? How can you make your messages stand out and be noticed? You will also need to decide how long your campaign will last, what roles each student will have and what materials you will need. A successful campaign might include some or all of the following activities:

- Read a series of public service announcements as part of the school's morning announcements for a week.
- Set up an information booth stocked with brochures, posters or pamphlets related to bullying. The booth should be located in a public place, such as a hallway or cafeteria. Students can take turns running the booth before and after school and during lunch.
- Design an anti-bullying T-shirt, water bottle or cap. Your class can ask local shops to donate materials and/or print the items for free so that you can distribute your designs around school.

This activity is continued on the next page.

Name: _____

- Hold an anti-bullying poster contest. To encourage participation, ask local businesses to donate great prizes. All of the poster entries can be displayed prominently around school.

- Create an anti-bullying mural. Hold a special meeting where all interested students can help your class draw, paint or otherwise decorate a large display (use paper if you don't have space for a permanent mural). Place the mural in a prominent spot at school for at least a week.

- Invite an anti-bullying speaker to address an assembly at your school.

- Set up a program where students and teachers volunteer to monitor "hot spots" for bullying at your school. For example, if you find out that bullying often happens after school by the athletic fields, have several students and/or teachers keep watch over that area each day to discourage bullying.

- Create a video message that can be played in other classrooms. For inspiration, check out this suicide prevention video made by high school students in Washington:
<http://www.yspp.org/schools/peer_activity_examples.htm>

Name: _____

Awareness campaigns and temporary anti-bullying programs are great ways to get students and teachers talking about bullying—but creating a permanent club designed to fight bullying is an even more effective action. Your anti-bullying club will work to create a safe, respectful learning environment for all students.

Working as a class, design and kick off an extracurricular anti-bullying club. Your club should be built around the following core principles:

- Providing a safe haven for targets of bullying and other concerned parties to meet and discuss ways to make school a safer place
- Educating your peers about bullying and bullycide and what they can do every day to help prevent these problems
- Creating a unified front against bullying; showing your classmates that you are proud to stand up for what is right
- Providing help and support to students who might be considering suicide

Use the worksheet on the next page to begin planning your Allies Club. Below you will find instructions for a great club activity. Consider implementing this activity as one of your club's first projects.

ALLIES CLUB HELPLINES ACTIVITY

Purpose: To identify sources of support to students who might be considering suicide

HOW TO DO IT

1. Look up specific sources of help for students in your community. Write down addresses, phone numbers, email addresses and any other pieces of necessary contact information, such as office hours. Use the idea prompts below to get started.
2. Design and print a wallet card or brochure that includes all of these contacts.
3. Distribute your cards or brochures around school, leave them in the main office and with counselors and make them available at Allies Club meetings for any students who might need them.

SOURCES TO INCLUDE

School guidance counselor(s)
Community teen counselor(s)
Administrators at school who handle official bullying complaints
Local support groups or clubs for bullied or suicidal teens
Local support groups or clubs aimed at GLBT teens
National anti-bullying websites
National suicide prevention websites and hotlines

This activity is continued on the next page.

Name: _____

Allies Club Worksheet

Name of club: _____

Mission statement/purpose (what you will strive to accomplish as a club):

Location and frequency of meetings:

Teachers to supervise and advise your club:

Resources to learn more about bullying and suicide prevention:

Fun ideas to get your peers involved (school speakers, class workshops, etc.):

FACT SHEETS

Name: _____

Bullying is much more than teasing or joking around. Researchers have described bullying as behavior that fits the following three characteristics:

- Bullying is aggressive behavior that is intended to harm someone else.
- Bullying is repeated over time.
- Bullying occurs in a relationship where there is an imbalance of strength or power.

There are four main types of bullying:

PHYSICAL BULLYING is harm to someone's body or property. It includes:

- punching
- kicking
- shoving
- spitting
- forcing someone to give up money or possessions
- destroying someone's possessions

VERBAL BULLYING is harm to someone's self-esteem. It includes:

- name calling
- insults
- verbal humiliation
- threats
- taunts related to someone's race, gender or sexual orientation

SOCIAL BULLYING, also called relational aggression, is harm to someone's relationships. It includes:

- spreading rumors
- deliberately excluding someone from a group
- gossiping
- public humiliation

CYBERBULLYING is harassment using technology. It includes:

- sending cruel text messages, emails or instant messages
- pretending to be someone else online to trick someone into revealing personal information
- hacking into someone's email or social networking account
- posting mean comments or photos online
- creating a website meant to humiliate someone

Name: _____

- According to a 2010 survey of more than 43,000 high school students, 47 percent of teens were bullied in the past year in a way that seriously upset them. *(Josephson Institute of Ethics)*
- 50% of high school students admitted to having bullied someone in the past year. *(Josephson Institute of Ethics)*
- 47% of teens said they had been cyberbullied at least once; girls were more likely to be cyberbullied than boys. *(National Crime Prevention Council)*
- 50% of youth said that cyberbullying was worse than real-world bullying. *(Children and Youth Services Review)*
- Each day, six out of ten youth witnessed bullying at school but didn't take measures to stop it. *(National Crime Prevention Council)*
- Targets of bullying have a higher risk of depression, low self-esteem, health problems and academic trouble than their peers. *(Olweus Bullying Prevention Program)*
- It's not just targets who suffer: Youth who bully others are more likely to engage in antisocial behaviors, such as skipping school, vandalism, shoplifting and substance abuse. *(Olweus Bullying Prevention Program)*
- Bystanders to bullying report feeling stress, anxiety, helplessness and hostility. *(School Psychology Quarterly)*
- 60% of boys who were bullies in middle school were convicted of a crime by age 24. *(Olweus Bullying Prevention Program)*
- Young people who had been threatened with or experienced physical violence were 2.4 times more likely to have suicidal thoughts and 3.3 times more likely to report suicidal behavior. *(Centers for Disease Control and Prevention)*
- Being involved in bullying—as a target or as a bully—increases the risk of depression, suicidal thoughts and suicidal attempts. *(Journal of the American Academy of Child and Adolescent Psychiatry)*
- 16.9% of high school students reported having considered suicide in the past 12 months. 8.5% of students attempted suicide in that time period. *(American Association of Suicidology)*

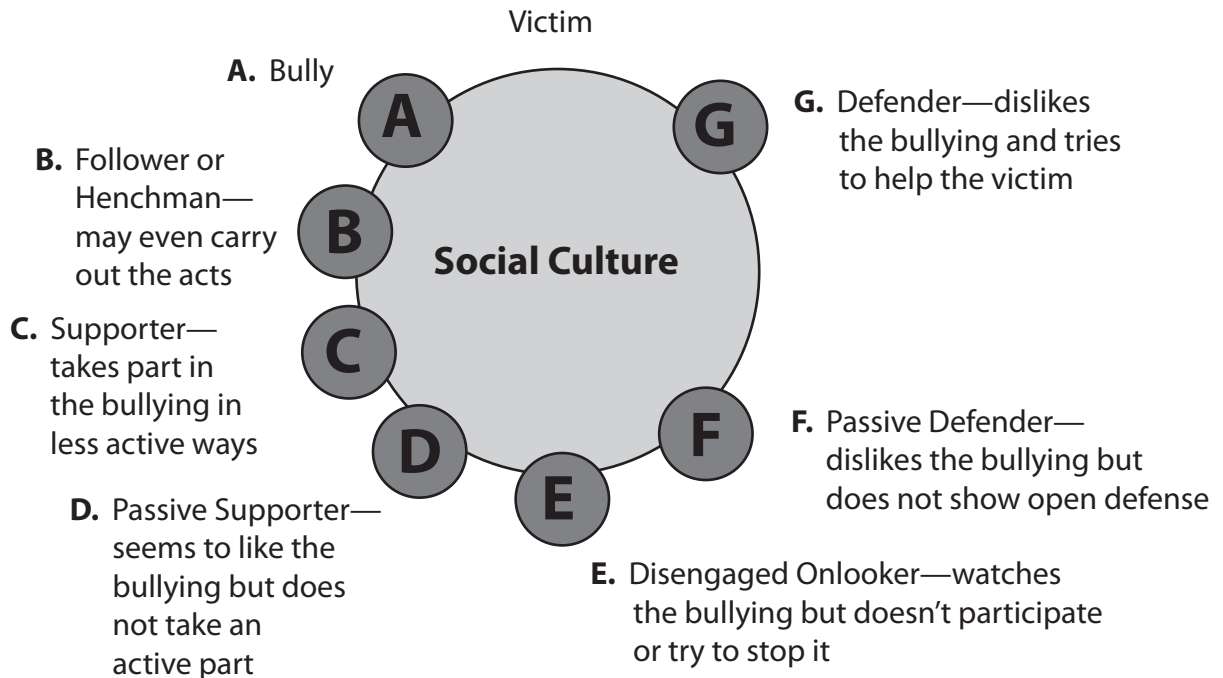
A Closer Look: GLBT (gay, lesbian, bisexual, transgender) Bullying

- 86% of GLBT youth reported being harassed at school.
- 60% of youth reported feeling unsafe at school because of their sexual orientation.
- 33% of GLBT youth skipped a day of school in the past month because they felt unsafe.
- GLBT youth were four times more likely to attempt suicide than their straight peers.
- More than 33% of GLBT youth reported having attempted suicide.

Source: *The Trevor Project*

According to bullying expert Dan Olweus, students involved in a bullying situation can play several different roles, pictured on his Cycle of Bullying circle. The guiltiest roles are found on the upper left side of the circle; as you move counterclockwise, the roles become less and less tolerant of the bullying.

The Cycle of Bullying



- A. Bully/Bullies**—start the bullying and actively participate.
- B. Followers/Henchmen**—take an active part, but do not start the bullying and do not play the lead role.
- C. Supporters**—Also known as passive bullies, they openly support the bullying (by laughing or calling attention to it) but do not take an active part.
- D. Passive Supporters**—Possible Bully/Bullies—like the bullying but do not display open support.
- E. Disengaged Onlookers**—watch what happens; think, “It is none of my business;” don’t take a stand.
- F. Possible Defenders**—dislike the bullying and think they ought to help out (but don’t do it).
- G. Defenders of the Target**—dislike the bullying and help or try to help the victim.

Source: Dan Olweus, “Peer Harassment: A Critical Analysis and Some Important Issues,” in *Peer Harassment in School*, ed. J. Juvonen and S. Graham (New York: Guilford Publications, 2001): 3-20.

Name: _____

Bullying is tough to deal with. It can leave you feeling anxious, afraid, depressed and damage your self-esteem. If you are bullied, it's very important to remember that you are not alone and you don't have to put up with it. These tips can help you put an end to bullying.

- First and foremost, remember that bullying is not your fault and you don't deserve it. You have the right to feel safe and respected in school and out.
- If you can, walk away and ignore the bully. Remember that bullies are looking to get a reaction out of you; if you don't give it to them, they might leave you alone in the future.
- Stay calm. This can be difficult to do, but do your best to keep your emotions under control. It can help to use humor to show that you don't care about what the bully is saying. For example, if the bully insults your hairstyle or your clothes, you might say, "Wow, thanks for noticing!"
- Don't fight back. This will only escalate the situation and it could get you in trouble. If you're being physically assaulted, get out of the situation as soon as possible and tell an adult.
- Buddy up. If a bully always bothers you in the hallway or on the way to the bus, make sure to stick with friends or classmates when in those areas. The bully is less likely to say anything to you if you're in a group.
- Write down the details of all bullying incidents. Make a note of who was involved, where and when it happened and what you did in response. This will help if you need to file an official complaint.
- Talk to a trusted adult, such as a parent, teacher or guidance counselor. This can be tough to do, but remember that you're not "tattling." You're standing up for your right to be safe. Often, a bully is counting on your silence.
- If someone is cyberbullying you, "stop, block and tell!" Stop before you retaliate—it's better to ignore the bully than to react emotionally. Block the bully from your email account, social network or cell phone. Finally, tell a trusted adult what's happening.

Name: _____

Have you ever hurt or humiliated someone on purpose? Have you ever used your superior strength or social position to make someone else feel bad? If so, you have acted like a bully.

There are many reasons why young people bully others. Some people don't know a healthier way to deal with strong emotions, like anger and sadness. Others feel the need to dominate their peers. Some people have been bullied by family or peers themselves. And sometimes, people bully because their friends pressure them to join in.

No matter what the reason is, it's very important to recognize that what you're doing is bullying and it needs to stop. Not only are you hurting others with your behavior, but you're setting yourself on a dangerous path. Bullies often have trouble with friendships and relationships later in life. Plus, studies show that young people who act like bullies have a much greater chance of getting into serious trouble down the road—including substance abuse, stealing, vandalism and other crimes.

If you are a bully, the first thing to know is that it's never too late to change your behavior. Follow these tips to stop bullying other students and get yourself back on track:

- Think about how your behavior affects others. How would you feel if you changed places with the person you're bullying?

- Think about why you're bullying others. What are you trying to accomplish? What are some healthy ways to do this without hurting someone else? For example, if you think you're bullying because you need to express your anger, you could work out, take a walk or talk to a friend instead. These are all healthy ways of releasing your tension and anger.

- Talk to a trusted adult right away. Often, bullies need professional guidance to change their behaviors. An adult can help you understand why you feel the need to bully others and help you learn better social skills. A counselor can help you develop healthy responses to strong emotions.

- Improve your self-esteem by getting involved in activities that interest you. Developing a new talent or hobby, like sports or art, can make you feel better about yourself and less likely to want to bring others down.

Name: _____

Did you know that when a bystander intervenes, bullying stops within seconds most of the time? Consider the fact that the majority of bullying occurs with others present.

Upstanders are people who take action when they see bullying. They have enormous power to prevent bullying. But it can be hard to be an upstander. Some young people think that bullying is none of their business, or that they don't have any power to stop it. Others fear that intervening will make the bully turn on them. The truth is that if one person speaks up, it's likely that other bystanders will support him or her. It takes only one person to get started.

Follow these tips and be an upstander, not a bystander:

- If you witness someone bullying another person, speak up and tell the bully to stop. A simple, "Hey, that's not cool," or "Just cut it out" can be very effective.
- If the bullying is physical, don't jump into the fight. Tell the bully to stop, and get an adult right away.
- If you know that someone is cyberbullying another student—for example, creating a cruel website or sending mean emails—tell the cyberbullies that what they're doing is immature and can be traced back to them.
- Help the target leave the situation. Invite him or her to come with you, or tell the target that a teacher is looking for him or her. Use any excuse that will get the target away from the bully.
- Publicly display support for the target. For example, if someone posts a cruel note on the target's locker, walk over and take it down.
- If you don't feel comfortable reporting the bullying, tip off a teacher anonymously. Try leaving him or her a note: "Someone should really monitor the back stairwell at lunch."
- Refuse to participate in cyberbullying. Don't forward gossip or rumors, and report any bullying websites to an adult.
- Offer to go with the target to report the bullying to school authorities. Tell him or her that you'll be a witness.
- Invite the target to sit with you at lunch or hang out with you in gym class—wherever the bullying usually takes place. Include him or her in your group whenever you can.

Name: _____

If you or someone you know shows these warning signs, get professional help right away. For more information, see the *Getting Help* fact sheet.

- isolation from family and friends
- increased use of alcohol and/or drugs
- expressing a negative attitude toward him- or herself
- expressing hopelessness or helplessness
- change in normal behavior
- loss of interest in regular activities
- giving away possessions
- expressing a lack of interest in the future (“It won’t matter soon.”)
- depression
- anxiety and agitation
- change in sleeping patterns
- expressing feelings of purposelessness
- talking or writing about death and/or suicide
- if the person has been depressed, a sudden improvement in mood as the person decides to go through with suicide
- expressing suicidal thoughts
- talking about a suicide plan and/or seeking access to means to attempt suicide

Sources: American Association of Suicidology, The Trevor Project

Name: _____

FACT SHEET 8
GETTING HELP

If you or someone you care about is considering suicide, it's **essential** to get help right away. Professional support and guidance are available to help you.

If you are considering suicide...

- Tell someone. Don't wait for your problems to go away on their own. It's critically important that you find a trusted adult to talk to. That could be a parent, teacher, relative, counselor or coach. If you don't have anyone to talk to, call a suicide prevention hotline right away (see the list below).
- Understand that problems are temporary and solutions are out there.
- Understand that conditions linked with suicidal thoughts can be treated. Depression, anxiety disorders and substance abuse are problems that can be overcome with professional help.

If you think a friend is considering suicide...

- Talk to your friend. Show that you care and explain why.
- Remind your friend that he or she is not alone. Offering your support and care can go a long way.
- Ask if your friend is considering suicide. This will not put the idea in his or her head or encourage suicide in any way. In fact, talking openly about suicidal thoughts is a key step toward getting help.
- If your friend says he or she is considering suicide, take it seriously. Don't assume that "he doesn't really mean it," or "she would never actually do it."
- Connect your friend to supportive adults and resources. Try saying, "I can go with you to talk to your parents" or "Let's call the crisis hotline right now."
- Tell someone. Even if your friend begs you to keep it a secret, you must talk to an adult. You cannot handle this on your own, and your friend's life could depend on you reaching out to a professional.
- If your friend is threatening or making plans to attempt suicide, do not leave him or her alone. Take your friend to the emergency room or walk-in clinic at a psychiatric care center, or call 911.

Suicide prevention hotlines

National Suicide Prevention Lifeline	800-273-TALK
The Trevor Lifeline	866-488-7386
Kristin Brooks Hope Center	800-SUICIDE

Name: _____

A PRESIDENTIAL MESSAGE ON BULLYING

In October 2010, President Barack Obama issued a videotaped message of support to young people who are being bullied. The video is part of the *It Gets Better Project*, an online support program for bullied GLBT youth. Here is a transcript of his message.

Like all of you, I was shocked and saddened by the deaths of several young people who were bullied and taunted for being gay, and who ultimately took their own lives. As a parent of two daughters, it breaks my heart. It's something that just shouldn't happen in this country.

We've got to dispel the myth that bullying is just a normal rite of passage—that it's some inevitable part of growing up. It's not. We have an obligation to ensure that our schools are safe for all of our kids. And to every young person out there, you need to know that if you're in trouble, there are caring adults who can help.

I don't know what it's like to be picked on for being gay. But I do know what it's like to grow up feeling that sometimes you don't belong. It's tough. And for a lot of kids, the sense of being alone or apart—I know can just wear on you. And when you're teased or bullied, it can seem like somehow you brought it on yourself—for being different, or for not fitting in with everybody else.

But what I want to say is this. You are not alone. You didn't do anything wrong. You didn't do anything to deserve being bullied. And there is a whole world waiting for you, filled with possibilities. There are people out there who love you and care about you just the way you are. And so, if you ever feel like because of bullying, because of what people are saying, that you're getting down on yourself, you've got to make sure to reach out to people you trust. Whether it's your parents, teachers, folks that you know care about you just the way you are. You've got to reach out to them; don't feel like you're in this by yourself.

The other thing you need to know is, things will get better. And more than that, with time you're going to see that your differences are a source of pride and a source of strength. You'll look back on the struggles you've faced with compassion and wisdom. And that's not just going to serve you, but it will help you get involved and make this country a better place.

It will mean that you'll be more likely to help fight discrimination—not just against LGBT Americans, but discrimination in all its forms. It means you'll be more likely to understand personally and deeply why it's so important that as adults we set an example in our own lives and that we treat everybody with respect, that we are able to see the world through other people's eyes and stand in their shoes—that we never lose sight of what binds us together.

As a nation we're founded on the belief that all of us are equal and each of us deserves the freedom to pursue our own version of happiness; to make the most of our talents; to speak our minds; to not fit in; most of all, to be true to ourselves. That's the freedom that enriches all of us. That's what America is all about. And every day, it gets better.

Watch a video of President Obama's *It Gets Better Project* video here:

<<http://www.whitehouse.gov/itgetsbetter>>

Name: _____

Bullying Resources

Bullying.org
www.bullying.org

Bullying.us
www.bullying.us

Cyberbullying.org
www.cyberbullying.org

Cyberbullying Research Center
<http://cyberbullying.us>

Make It Better Project
www.makeitbetter.org

National Crime Prevention Council
www.ncpc.org/topics/bullying

Pacer Center's Teens Against Bullying
www.pacerteensagainstbullying.org

Stop Bullying Now!
www.stopbullyingnow.hrsa.gov

STRYVE (Striving to Reduce Youth Violence Everywhere)
www.safeyouth.gov

Suicide Prevention Resources

American Association of Suicidology
<http://suicidology.org>

American Foundation for Suicide Prevention
www.afsp.org

Centers for Disease Control and Prevention
www.cdc.gov/violenceprevention/suicide

The Trevor Project
www.thetrevorproject.org

Youth Suicide Prevention Program
www.yspp.org

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OTHER PROGRAMS

<i>Essential Health: A High School Print/Video Curriculum</i>	20 DVDs, 10 modules, 50 print lessons
<i>Curriculum in a Box: Mental Health</i>	7 DVDs, print lessons
<i>Bully Bystanders: You Can Make a Difference</i>	video and print
<i>I Was Cyberbullied</i>	video and print
<i>Extreme Bullying: The Truth about Hazing</i>	video and print
<i>Dangers of Sexting: What Teens Need to Know</i>	video and print
<i>Blow-Ups and Rages: Learning to Manage Your Anger</i>	video and print
<i>Hallmarks of Good Mental Health</i>	video and print
<i>Common Psychological Disorders of Adolescence</i>	video and print
<i>Coping with Disruptive Life Changes</i>	video and print
<i>Who Needs Therapy? Treating Psychological Disorders</i>	video and print
<i>Teen Romantic Relationships: As They See It</i>	video and print
<i>"Coming Out" in School: What Does It Mean?</i>	video and print
<i>Prescription Drugs Update</i>	video and print
<i>Understanding and Treating Binge Eating</i>	video and print
<i>Essential Physical Fitness: What Every Teen Needs to Know</i>	video and print
<i>The Five Essential Habits of Healthy Teens</i>	video and print
<i>Danger behind the Wheel: The Facts about Distracted Driving</i>	video and print
<i>Be Careful When U Txt: The Dangers of Texting and Sexting</i>	video and print

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