



Teacher's guide to accompany HRSA's *Stop Bullying Now!* TFK Extra! supplements.

TFK
Extra!
A SUPPLEMENT TO TIME FOR KIDS

STOP BULLYING NOW!

TAKE A STAND. LEND A HAND.

What do we know about bullying?

What is bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms, including:

- Hitting, kicking, shoving, and other physical kinds of bullying;
- Taunting, teasing, name-calling;
- Spreading rumors about others;
- Excluding or ignoring others in a mean way;
- Taking money or other belongings;
- Sending mean e-mails or notes.

Why should we be concerned about bullying?

1. Many children are involved in bullying and most are extremely worried about it.
2. Bullying can seriously affect the mental health, academic work, and physical health of children who are targeted. Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, report feeling unwell, and think about suicide. They also are more likely than other students to be absent from school.
3. Children who bully are more likely than other children to be involved in other disruptive and harmful behavior, including fighting, vandalism, truancy, and carrying of weapons.
4. Bullying can affect children who observe bullying going on around them—even if they aren't targeted themselves.
5. Bullying is a form of victimization or abuse, and it is wrong.

For more information about bullying and what you can do to help, visit the Educator's Corner of the *Stop Bullying Now!* website:

www.stopbullyingnow.hrsa.gov

About this Series

This comic book and teacher's guide were developed through a partnership between TIME for Kids and the Health Resources and Services Administration's Maternal & Child Health Bureau (U.S. Department of Health & Human Services). The Health Resources and Services Administration has supported the development of the National Bullying Prevention Campaign, which is the largest public information campaign in the U.S. ever to be devoted to the prevention of bullying among children and youth. Focused on "tweens" (children and youth aged 9-13), the campaign's message is, "Take a stand. Lend a hand. Stop Bullying Now!" Developed with the support of more than 70 partners (from numerous public, not-for-profit groups and several government agencies), the campaign has used public service announcements, a national teleconference, a highly publicized launch, and an interactive web site (www.stopbullyingnow.hrsa.gov) to help raise awareness about bullying and to direct children, youth, educators, and other adults to resources and strategies to help prevent bullying.

About the Comics

The comic episodes depict a wide variety of characters at a school who are involved in common forms of bullying. Some are bullied by their peers, while others initiate the bullying or readily join in when others bully. Still others are involved as bystanders, observing and sometimes helping out students who are bullied. There are two alternating story lines. In one storyline, K.B. Floofinnatta, a new girl at school, experiences bullying from an "in" crowd of girls. With help from a caring teacher and a new friend, K.B. is able to successfully navigate her first days at a new school. In the second story line, Milton (a small, portly student who dreams of playing tuba in a rock band) is picked on by another student, Brick, and his sidekicks. For a while, Brick makes Milton's life miserable, but when Josh and some other students stand up to Brick and help Milton out, things begin to turn around. The first comic book includes episodes 1-4. Stay tuned for episodes 5-12, which will be coming in two additional comic books over the next two months!

If students have access to the internet at school or at home, they may enjoy viewing all 12 webisodes in "live action" at:
www.stopbullyingnow.hrsa.gov



Don't forget to download the class discussion questions. See page 2 for details!

Before You Distribute the Comic Books...

- Talk with students about what bullying is and what it is not.
- Note that many children are involved in bullying now and then, but that bullying is a serious issue that can have harmful effects on children who are bullied—and on others in the school environment.
- Many children are not convinced that adults are committed to help stop bullying. Assure your students that you and other adults at the school care about bullying and want them to report bullying to you so that you can help stop it.
- Remind students that everyone at the school has a role to play in helping to stop bullying—adults and students.
- Review with the students your school (or classroom) rules and policies about bullying.

Questions for Class Discussion

We strongly encourage you to lead your class in a discussion about the bullying themes in the comics. On the Stop Bullying Now! website you will find a complete set of questions (one for each of the three volumes) to help facilitate good discussions with your students:

www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=teacherscorner

After distributing the comic books, encourage students to read the comics to themselves. (Alternatively, you could have students take turns reading aloud.) Then, ask the students the questions as discussion starters.

Activities

Consider having your students take part in one or more of the following activities.

Reading and Discussion

There are many good children's books on the topic of bullying. For suggestions of age-appropriate titles, visit the Resource Kit on the *Stop Bullying Now!* Website (www.stopbullyingnow.hrsa.gov). Read books aloud in class and discuss:

- The type(s) of bullying evident in the story
- How children in the story were affected by bullying
- How the bullying was/could be resolved
- How adults and students can help to stop bullying

Writing

- Have students write a short reflection paper (several paragraphs) about an incident of bullying that they

observed. Ask them not to use the real names of children or adults in the paper. Ask them to describe: (1) What happened? (What kind of bullying did they witness? When and where did it take place?), (2) How did they feel about the bullying? (3) How did they and others respond to the bullying? and (4) How did they *wish* they had responded to the bullying?

OR

- Have students complete a short creative writing exercise. Ask them to make up a short story about a boy or girl their age who saw another child being bullied. Ask them to describe:
 - The characters (Who was bullied? Who did the bullying? Who saw the bullying?)
 - The bullying incident (What happened? When and where did the bullying take place?)
 - How the characters reacted to the bullying.

Encourage them to make sure that the responses are safe (e.g., don't involve retaliation or hurting another person and don't put themselves in unsafe situations).

Art

Have students design posters that illustrate the theme of HRSA's National Bullying Prevention Campaign—“*Take a Stand. Lend a Hand. Stop Bullying Now!*” Consider holding a grade-level or school-wide poster contest, where students and teachers can vote for the best entries. Display ALL posters around the school. Consider asking local businesses to sponsor one or two billboards near the school to display the winning entry/entries.

Homework

- Ask students to interview an adult family member or friend about an incident of bullying that they witnessed or experienced when they were children or teenagers. Students should ask who, what, when, where, how, and why questions, as well as other questions that help them understand what happened. Here are some examples:
 - **Who** (Who was involved in the bullying?)
 - **What** (What happened? What kind of bullying took place?)
 - **When & Where** (When and where did the bullying happen?)
 - **How** (How did they feel about the bullying? How did they react or respond? How do they wish they had responded?)

- **Why** (Why did they react that way? Why do they think they still remember this bullying incident?)

You may also want to send home a copy of the Letter to Parents/Guardians and one or two Tip Sheets on bullying from the *Stop Bullying Now!* website (<http://www.stopbullyingnow.hrsa.gov/indexAdult.asp?Area=preventiontips>). Two Tip Sheets that may be particularly helpful are: *“What To Do If Your Child Is Being Bullied”* and *“Warning Signs That a Child Is Being Bullied.”*

Making our school safer

Explain to your students that you and other adults at the school are concerned about making the school a safe and bully-free environment, but that you need their help. Ask the students (either in discussion or as a written exercise):

- In what ways are students bullied at our school?
- Where does bullying happen in our school?

- What can be done to help make these places safer?
- Do students usually report bullying to an adult if they see it happening? If not, why not?
- What could adults at the school do to encourage students to report bullying?
- What could students do to help stop bullying at our school?
- What could adults do to help stop bullying at our school?

Set aside some time during a faculty meeting during which you and your colleagues can share your students’ concerns and ideas. As a faculty, discuss some ways to address bullying at your school. Involve parents, through the parent-teacher association or other avenues. For information about what works in bullying prevention, visit www.stopbullyingnow.hrsa.gov

Copy the half page below and give it to your students to take home for their parents.

Dear Parent or Guardian,

Bullying among children and youth is more common than many adults realize. Studies show that between 15-25% of American students are bullied with some frequency (several times or more often in a single school semester). In fact, it is very likely that a child or adolescent in your family either has been bullied, bullied other children, or observed siblings, friends, or acquaintances being bullied.

What is bullying?

Bullying happens when someone hurts or scares another child on purpose. The child being bullied has a hard time defending himself or herself. Often, bullying happens over and over and can involve:

- Hitting, kicking, shoving, and other physical kinds of bullying;
- Taunting, teasing, name-calling;
- Spreading rumors about others;
- Excluding or ignoring others in a mean way;
- Taking money or other belongings;
- Sending mean e-mails or text messages (cyber-bullying).

Why should adults be concerned about bullying?

Bullying isn’t just a matter of “kids being kids.” It can be frightening and harmful.

- Bullying can affect the mental health, academic work, and physical health of children who are bullied.

- Children who bully are more likely than other children to get into other kinds of trouble (such as vandalism and fighting). Bullying can be an early sign of violent or troubling behavior.
- Bullying can affect children who observe bullying—even if they aren’t targeted themselves.
- Bullying is a form of victimization or abuse, and it is wrong.

What can parents do?

- Talk with your children about bullying and your expectations about their behavior.
- Be watchful for possible signs of bullying.
- Take immediate action if you suspect bullying.
- Work with school staff and other adults in your community to prevent and reduce bullying.
- Visit www.stopbullyingnow.hrsa.gov and visit the “Family Corner” to learn more about bullying and what you can do to help.

Preventing bullying is a priority for our school and thank you for reinforcing and supporting these efforts. If you should have any concerns now, or in the future, we encourage you to contact _____.

Sincerely,

Principal

Name: _____ Date: _____

TAKE A STAND!

How do you handle bullying? Read the situations below. Then use what you've learned in the comic book and during class discussions to come up with some good solutions.

1. **Situation:** During lunch, the new girl in your school sits by herself in the cafeteria. You notice that she looks sad and lonely.

You decide to:

2. **Situation:** You overhear some of your classmates making fun of the new student.

You tell them:

3. **Situation:** Your gym teacher is distracted and doesn't notice when the biggest boy in your class shoves another boy into the mud.

You decide to:

4. **Situation:** Two of your best friends got into a fight. Now, one of them is spreading hurtful rumors about the other.

You tell him/her:

5. **Situation:** For some reason, you are being bullied by one of your classmates. You're having trouble concentrating in class.

You decide to:

CHALLENGE: On the back of this page, write a short play in which a student faces a bullying situation. Be sure to demonstrate how the problem is solved.