



# **Bullying: Stand Up. Stand Strong.**

Adapted from the  
**We R Native's Teachers Guide**

## Bullying: Stand Up. Stand Strong.

This activity was adapted from the [We R Native Teacher's Guide](#).

### Activity Overview: Stand Up. Stand Strong. (50 minutes)

Age Group: Middle School, High School

**Activity Purpose:** The primary purpose of this activity is to help youth understand their connection to others in the community and to value that connection by not engaging in bullying. The activity also covers important steps in bullying intervention (or bystander intervention) so they may help others in their schools or communities.

#### Youth will:

- Investigate bullying and bystander intervention and ways to help using health resource: *We R Native*
- Summarize what they learned about bullying and bystander intervention
- Evaluate and generate a response to help a peer with bullying

Activity Outline	Core Content Components	Instructional Method	Timing
<b>Welcome and Group Check In</b>	<ul style="list-style-type: none"> <li>• Welcome Participants</li> <li>• The Sacred Circle Activity</li> </ul>	Minilecture  Q&A Large Group Activity/ Cultural Teaching	15 minutes
<b>Introducing Activity Concepts</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Safety Statement</li> <li>• Vocabulary (if time allows)</li> </ul>	Minilecture	3 minutes
<b>Bullying Research Guide</b>	<ul style="list-style-type: none"> <li>• Bullying Research Worksheet</li> <li>• Large Group Sharing</li> <li>• Bullying Intervention Brainstorm</li> </ul>	Small Group Activity Large Group Discussion Brainstorm	17 minutes
<b>Snowball Game</b>	<ul style="list-style-type: none"> <li>• Snowball Game</li> </ul>	Large Group Activity	10 minutes
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Final Reflection</li> </ul>	Large Group Reflection	5 minutes

#### Materials:

- Computer lab or multiple computers/ tablets
- Access to We R Native: [www.wernative.org](http://www.wernative.org)
- Copies of the Youth Handout: Bullying Research Guide
- Copies of ½ sheet Activity: In what ways have you ever felt bullied?
- 1 Copy of the Sacred Circle Story: <https://www.wernative.org/articles/the-sacred-circle>
- White board, or flip chart paper
- We R Native Resources from previous session

- Pencils/pens
- Ball of yarn/ jute or other thick string- big enough for The Scared Circle activity

**Preparation:**

- Explore *We R Native's* bullying pages: Stand Up. Stand Strong. Don't just Stand by. Read about the five steps to intervene with a [bully](#): 1) [Notice](#), 2) [Identify](#), 3) [Take Responsibility](#), 4) [Decide to Help](#), 5) [Intervene](#).
- Cut pages in half (enough for each student)– *Activity: In what way have you ever felt bullied?*
- Print “The Sacred Circle” to read during the opening activity and review ahead of time.
- Preview the *Youth Handout* and *Activity* for this activity to determine what is most appropriate for your youth's levels and your goals. Print enough copies of each handout for your youth.
- Look into both local and national bully prevention resources to share with youth. If there is an anti-bullying club at the school, be sure to share information on/from the club with youth and inform the club representatives of the activity session.

## Bullying: Stand Up. Stand Strong. Procedures

### Welcome and Group Check In

#### 1. Welcome Participants (15 minutes)

- Welcome youth, introduce yourself, and direct them where to sit. Tell them about the activity topic of the day: Bullying.
- Say, “Today we are going to be doing an activity called Stand Up. Stand Strong. This activity will help us see how we are all connected, why it’s important for us not to bully each other and what we can do when we see bullying happen in our schools or programs”.
- Lead the group in a brief activity: The Sacred Circle
- Ask youth to gather in a circle that provides everyone enough room to be in their own space but not too far apart. Tell youth that circles are ancient symbols in many cultures that often symbolize wholeness and connection to one another.
- Read The Sacred Circle story to the students (<https://www.wernative.org/articles/the-sacred-circle>)
- Say, “It’s important to understand the role that each of us can play in making everyone in our community feel safe to be themselves. When we do this, we help our community to be whole, just like the brothers in the story.”
- Take the yarn and say, “let’s each go around and say one thing we’ll do to help others in our community be themselves or prevent bullying. Once you say what you will do, take this yarn and gently toss it to someone else in the group to share”.
- Go around the group until all youth and facilitators in the group have shared something. Once everyone has gone, say, “Thank you all for sharing. It’s important that we remember that we all have a responsibility to include one another, look out for each other and take care of our community when we see something negative happening. Just like this yarn, we’re all connected. Today, we’ll be talking about how we can stand up for one another in order to stand strong as a community. Let’s come together with the yarn and carefully put it away as a symbol for how we’ll care for each other.”
- Carefully gather the yarn web together and put it somewhere visible in the classroom.

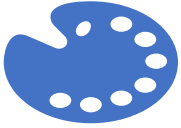
### Introducing Activity Concepts

#### 2. As a group (3 minutes)

- Say, “Today we are going to conduct research on bullying and bystander intervention using the *We R Native* website. You will answer a few questions and share your answers with the group. We will then do an activity called the *Snowball Game*, where you will give your peers advice on bullying. Before we begin, I again want to acknowledge that this topic can be sensitive for some of us. As always, we are here to support one another, and I am also here for additional resources and to talk to anyone that needs to. Any questions before we begin?”
- Go over any computer lab, or group agreements you think are pertinent. Break youth into groups of 2-4.

### 3. In small groups (10 minutes)

- Distribute and discuss the Youth Handout: Bullying Research Guide.
- Have youth type in the web address: [www.wernative.org](http://www.wernative.org) and begin answering their handout questions. Let them know how much time you will give them. 10 minutes should be enough time. Give them a five and one-minute warning.
- Have youth shut down their computers when they are finished.



**Adaptation Options:** Instead of using the worksheets, have youth get into pairs or groups of 3 and prepare a mini-presentation, public service announcement or role play for their peers. Each group should answer 1-2 of the questions on the worksheet- give them assignments to make this process go faster. Give youth 10 minutes to research and prepare. Have each group present their role play or activity in 1 minute or less. If you choose this option, you'll use all the time allotted in #3 and #4 of this agenda. You may also need to prepare some materials such as poster boards/flip charts, and markers.

### As a group (7 minutes)

- Pick, or have two to three volunteers to share their answers.
- Write the five steps to intervene with a bully on the board or flip chart paper as they are shared out by the youth.
- Say, "Now that we have learned about the five steps to intervene with a bully, I'd like us to brainstorm things we could say to help someone who is being bullied." Record answers on board or flip chart paper. Say, "what about if someone is being bullied online?" and record answers on the board or on flip chart paper.
- Say, "How can we intervene to prevent other harmful situations, for example when we notice someone has had too much to drink, or when we're worried about a friend's mental health and wellbeing".

### Snowball Game

#### 4. Group Activity (10 minutes)

- Say, "Now onto the *Snowball Game!* Without talking, I would like for you to think about a way you may have felt bullied by someone else or left out. I will give you 30 seconds to think about this." Keep time and give a 10 second warning before time is up.
- Say, "I'm going to give you a half sheet of paper that asks you: *In what way have you ever felt bullied?* Without writing your names, I would like you to write your answer down on these sheets. When you are done put your pencils down, so I know you are finished. Any questions?"
- Distribute ½ sheet *Youth Activity: In what ways have you ever felt bullied?*
- When you see everyone has finished, say, "Now I would like you to wad up your papers into a 'snowball' and respectfully throw them (give target area: in the center of the circle, or near the front/ back of room only). Remember our group agreements! Ready? Go!"
- Say, "Okay, now pick up one 'snowball' closest to you, then go back to your seats. Without talking to anyone, unwrinkle your paper and read it. Think about a response you could give this person that will either encourage or comfort the person who wrote it. Write your response on the back of the paper."
- Pick, or have youth volunteer to read both sides of their papers.

- If you have time, have youth sit in a circle and go around sharing their 'snowballs'.

## Closing

### **5. Closing and Final Reflections (5 minutes)**

- Say, "Considering the five steps to intervene with a bully that we discussed today, do you feel like you could use these steps in your own life? Would you change any part of it, or add on to them? What would make it easier for you to intervene with a bully or in a potentially harmful situation?"
- Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?"
- Pass out a list of resources (if you have any to share).
- Mention the next meeting time, location and the topic that will be covered, if applicable.
- If time allows, close with a poem, song, story or tradition that highlights the concept of asking for help or supporting your community.

# Bullying Research Guide

## BULLYING RESEARCH GUIDE

Go to WeRNative.org. Then select "My Life", "Life Hacks", then "Bullying Prevention" from the menu tab to answer the following questions.

**What is bullying?**

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**What is a bystander? How can you do more than just stand by?**

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**What is cyberbullying?**

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**What are the four things you can do to help someone being bullied?**

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Date:

Name:

How can you intervene when someone is being bullied?

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Take a look at the five steps to intervene with a bully at: [wernative.org/articles/be-more-than-a-bystander](http://wernative.org/articles/be-more-than-a-bystander).

1) Notice

2) Identify

3) Take Responsibility

4) Decide to Help

5) Intervene

Rate how effective these steps are:



Do you think these five steps to intervene with a bully would work?

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Go through each step and defend your argument. Give specific examples of how you would change it or defend why you would keep it the same.

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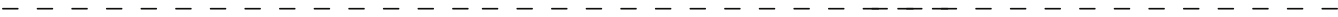
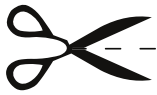
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**In What Ways Have You Ever Felt Bullied?**



**In What Ways Have You Ever Felt Bullied?**

## Bullying Research Guide: Facilitator Answer Sheet

### What is bullying?

Bullying Definition: [wernative.org/blog-posts/bullying-definition](http://wernative.org/blog-posts/bullying-definition)

Bullying usually involves one or more people teasing, being violent towards, or harassing somebody on an ongoing basis. Bullying can happen in person and online and through cell phones.

### What is a bystander? How can you do more than just stand by?

Bystander Definition: [wernative.org/articles/be-more-than-a-bystander](http://wernative.org/articles/be-more-than-a-bystander)

A person who is witness to an event or incident but does not do anything.

### What is cyberbullying?

Cyberbullying Definition: [wernative.org/articles/Cyberbullying](http://wernative.org/articles/Cyberbullying)

Cyberbullying is a form of bullying that is carried out through an Internet service such as e-mail, chat rooms, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as text messaging.

### What are the four things you can do to help someone being bullied?

1. **Notice the Event.** ([wernative.org/articles/notice-the-event](http://wernative.org/articles/notice-the-event))  
Before you can do anything to help in a bullying situation, first you must notice it.
2. **Identify the Situation as One Needing Intervention.**  
([wernative.org/articles/identify-the-situation-as-one-needing-intervention](http://wernative.org/articles/identify-the-situation-as-one-needing-intervention))  
To be prepared to intervene and help people out, you need to know the signs of a bullying situation.
3. **Take Responsibility.** ([wernative.org/articles/take-responsibility](http://wernative.org/articles/take-responsibility)) So, you've noticed a problem situation that you think could be stopped if someone stepped in. Now is the time to step up.
4. **Decide How to Help.** ([wernative.org/articles/decide-how-to-help](http://wernative.org/articles/decide-how-to-help)). By learning the right skills, you will know how to safely step in the next time you see a bullying situation.

## How can you intervene when someone is being bullied?

Don't Just Stand By: Intervene. ([wernative.org/articles/don-t-just-stand-by-intervene](http://wernative.org/articles/don-t-just-stand-by-intervene)). You know the situation isn't okay. You know you should intervene. You know you can intervene. So, why don't you?

Stand Up. Stand Strong  
Don't just Stand by.

Take a look at the five steps to intervene with a bully at: [wernative.org/articles/be-more-than-a-bystander](http://wernative.org/articles/be-more-than-a-bystander).

1) Notice

2) Identify

3) Take Responsibility

4) Decide to Help

5) Intervene

Rate how effective  
these steps are:



Do you think these five steps to intervene with a bully would work?

Answers will vary.

Go through each step and defend your argument. Give specific examples of how you would change it or defend why you would keep it the same.

Answers will vary.