



## DEAR EDUCATOR,

Did you know that 1 out of 5 kids ages 12 to 18 has been bullied?\*

And up to 33% of students in public middle schools have been bullied while online?\*\*. Your students have the power to help erase bullying from our schools.

Pilot Pen has created this free program for students in grades 6-8 with the curriculum specialists at Young Minds Inspired (YMI) as part of Pilot's *Erase Bullying for Good* campaign.

Started in 2015 and funded by Pilot's line of FriXion Erasable Pens, the *Erase Bullying for Good* campaign has contributed over \$450,000 to help erase bullying in schools across the U.S.

The program activities will help students learn to recognize bullying, understand its causes, and cultivate strategies for being upstanders in your community. Students will use the power of the written and spoken word to speak out safely and effectively and develop a culture of kindness and empathy to erase bullying before it starts. These activities align with Common Core Standards in English Language Arts.

Although these materials are protected by copyright, you may make as many copies as you need for educational purposes. Return the enclosed postage-paid reply card or visit [ymiclassroom.com/feedback-erasebullying](http://ymiclassroom.com/feedback-erasebullying) to give us your feedback. **The first 100 teachers to provide feedback will receive a set of free FriXion Erasable Pens from Pilot.**

Sincerely,

Dr. Dominic Kinsley  
Editor in Chief  
Young Minds Inspired



For questions, contact us toll-free at 1-800-859-8005 or by email at [feedback@ymiclassroom.com](mailto:feedback@ymiclassroom.com).

\*[stopbullying.gov/resources/facts#stats](http://stopbullying.gov/resources/facts#stats)

\*\*[cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html](http://cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html)

# EMPOWER YOUR STUDENTS TO BE UPSTANDERS AND

# HELP ERASE BULLYING



## TARGET AUDIENCE

Students in grades 6 through 8

## PROGRAM OBJECTIVES

- Create a dialogue between students and teachers about the causes, methods of preventing, and techniques for addressing bullying
- Promote the concept of being an upstander to empower students to help those being bullied

## PROGRAM COMPONENTS

- This one-page teacher's guide
- Three reproducible activity sheets
- A colorful classroom wall poster
- A two-page downloadable parent letter with bullying-prevention tips for families plus a coupon for FriXion Erasable Pens
- A reply card for your comments, or comment online at [ymiclassroom.com/feedback-erasebullying](http://ymiclassroom.com/feedback-erasebullying). **The first 100 teachers to provide feedback will receive a set of free FriXion Erasable Pens.**
- Visit [ymiclassroom.com/erasebullying](http://ymiclassroom.com/erasebullying) for alignment with Common Core State Standards for Language Arts

## HOW TO USE THIS PROGRAM

Photocopy the student activity sheets before putting the poster on display. Discuss the statistics on the poster and invite students to share what they know about bullying. Download the letter for parents and caregivers to share with families.

### ACTIVITY 1 – I HAVE THE POWER!

In this activity, students use personal stories of empowerment as inspiration to be upstanders. Begin by asking why someone might choose bullying behaviors. Tell students that bullying behavior is intended to take away a target's power or make them sad and scared, but that we can use our own power to stand up for ourselves and others. Share that we often feel our inner power when we choose to do what's right.

As a warm-up exercise, have students work in pairs and tell each other about a time when they did something that was hard to do even though it was the right thing. Next, distribute copies of the activity sheet and guide students through the elements of a successful narrative (set-up, conflict, rising action, climax, falling action, and resolution). Have each student use pen and paper to map out a story arc before writing a "personal power story." Have students share their stories.

### ACTIVITY 2 – WHAT WOULD YOU DO?

In this activity, students examine forms of bullying and learn strategies for being an upstander. Begin by reviewing the ideas on the poster. Ask students to share examples of their experiences with bullying.

Because bullying often occurs outside the view of adults, it's important for students to learn to recognize

bullying and stand up for themselves and each other. Review how to be an upstander, including helping the target get out of the situation, reporting the issue to an adult, not encouraging or laughing at the bullying behavior, and standing up to the person doing the bullying when it is safe to do so.

Distribute the activity sheet and have students work in pairs to read and respond to the scenarios in a class discussion. Refer to the poster for ideas. Ask students to select a scenario or create one of their own and rewrite it as a story where bullying is "erased" through acts of prevention and empathy.

### ACTIVITY 3 – LET'S ERASE BULLYING TOGETHER!

In this activity, students will create a presentation to inspire others to erase bullying. Explain that effective awareness campaigns often include facts to appeal to people's minds as well as personal stories to speak to people's hearts. Distribute the activity sheets and have students work in groups to interview other students about bullying. For example, ask: *Have you been bullied? Have you ever bullied anyone? Have you seen someone else be bullied? What happened, and how did they feel? How did you feel?* Remind students not to share names.

Next, have students find statistics about bullying and cyberbullying. Finally, allow students time to create a skit, presentation, or song based on the information and the bullying prevention strategies they have learned. Have them share their presentations.

## PARENT/CAREGIVER LETTER

Remember to download the reproducible parent letter at [ymiclassroom.com/erasebullying](http://ymiclassroom.com/erasebullying). Send copies of the letter home with your students, provide copies at parent/teacher night, post the letter on your classroom or school website, and include a link to the letter in emails to parents.

## RESOURCES

- [HelpEraseBullying.com](http://HelpEraseBullying.com)
- [ymiclassroom.com/erasebullying](http://ymiclassroom.com/erasebullying)
- CDC Violence Prevention, [cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html](http://cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html)
- Stop Bullying, [stopbullying.gov/resources/facts](http://stopbullying.gov/resources/facts)
- Together Against Bullying, [togetheragainstabullying.org/tab/changing-behavior/becoming-an-upstander](http://togetheragainstabullying.org/tab/changing-behavior/becoming-an-upstander)
- Pacer's National Bullying Prevention Center, [pacer.org/bullying](http://pacer.org/bullying)



# I HAVE THE POWER!



Ever notice how strong you feel after doing the right thing, even if it's hard to do in the moment? That inner strength can be a powerful antidote to bullying.

Think about a time when you chose to do the right thing and write about it. Use this story arc planner to map out the details of your story on a separate sheet of paper before writing a complete draft. Start with "Set Up."



LEARN MORE ABOUT BEING AN UPSTANDER AT [HELPERASEBULLYING.COM](http://HELPERASEBULLYING.COM)

HELP US





# WHAT WOULD YOU DO?



Bullying can happen to anyone, anywhere, at any time. Fortunately, anyone can be an upstander and help erase bullying in their community.

## PART 1

Read each scenario below. How could the person who witnesses the bullying be an upstander? Write your suggestions on the lines provided.

### SCENARIO 1

It's a Friday afternoon and all Tanya can think about is settling into the back row of the school bus, listening to music, and losing herself in her favorite graphic novel. Her thoughts are interrupted when some of the kids waiting with her at the bus stop start making fun of Darius, a boy in her class with a disability. They walk and move with jerking motions and then laugh. While she doesn't know Darius well, the actions of the other kids make her mad. Don't they know Darius has feelings, too?

---



---



---



---

### SCENARIO 2

Mario digs his phone out of his backpack after school and opens his favorite app to browse what his friends have posted. After enjoying a few cat memes, he sees that someone has posted a photo of his friend Brennan comparing his weight to that of a large hog. In the comments, people have posted laughing emojis, pig emojis, and commented that Brennan is so gross he should stay in his room all day. Mario scrolls on to find that other classmates have posted the image on their accounts, too. Mario closes the app, but finds it hard to erase the images from his mind.

---



---



---



---

### SCENARIO 3

Phys ed is supposed to be fun, but Caroline has started to get more and more uncomfortable about the way some of her friends pick on Farah, a shy girl who recently enrolled at the school. They invite Farah to play games that look like they're all having fun to the teacher, but actually involve finding ways to push and trip Farah. Caroline doesn't want to have her friends turn on her, but at the same time, her stomach turns every time she sees Farah fall.

---



---



---



---

## PART 2

Rewrite the story. Choose one of the scenarios above or your own scenario, and rewrite it on the back of this sheet as a story where acts of prevention and kindness erase the bullying behavior.

LEARN MORE ABOUT BEING AN UPSTANDER AT [HELPERASEBULLYING.COM](http://HELPERASEBULLYING.COM)

HELP US ERASE BULLYING

WITH **FRIXION** ERASABLE PENS

**YMI** TEACHER NETWORK  
© 2020 YMI, Inc.  
**PILOT** POWER TO THE PEN!

# LET'S ERASE BULLYING TOGETHER!

To increase awareness about bullying and its impact on your school community, work with your team to create a presentation, skit, or song that speaks to people's hearts and minds with personal stories and statistics about bullying. Your goal is to inspire people to be upstanders and help erase bullying. Use this sheet to plan your presentation.



## 1. SPEAKING TO PEOPLE'S HEARTS: PERSONAL EXPERIENCES WITH BULLYING

How can you help your audience understand the real harm caused by bullying? Collect personal experiences by interviewing two classmates about their experiences with bullying. Find out what happened and how it made them feel. Remember: This is about understanding experiences, not pointing fingers, so keep names private.

1	WHAT HAPPENED	WHEN	WHERE	HOW IT MADE THEM FEEL
2	WHAT HAPPENED	WHEN	WHERE	HOW IT MADE THEM FEEL



## 2. SPEAKING TO PEOPLE'S MINDS: STATISTICS ABOUT BULLYING

How can you help your audience understand the seriousness of the bullying problem? Using online resources, such as [cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html](http://cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html) or [stopbullying.gov/resources/facts#stats](http://stopbullying.gov/resources/facts#stats), discover 3-5 statistics about bullying and cyberbullying.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 3. ERASING BULLYING: A CALL TO ACTION

What do you want your audience to do to help erase bullying at your school? Identify three specific actions.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

## PUT IT ALL TOGETHER: MESSAGE + ACTION + DELIVERY

Collaborate with your group to choose a format — a skit, song, a computer presentation with slides, or something else. Use the back of this sheet to outline your presentation and then write it. Practice, then get ready to present it!

LEARN MORE ABOUT BEING AN UPSTANDER AT [HELPERASEBULLYING.COM](http://HELPERASEBULLYING.COM)

HELP US

ERASE BULLYING

WITH FRIXION ERASABLE PENS

YMI  
© 2020 YMI, Inc.

PILOT  
POWER TO THE PEN!