



Stand4Change Day 2017

May 5th 12:00 PM, EST

Thank you for bringing Defeat the Label's Stand4Change Day into your classroom. We are thrilled to be joined by more than 5 million students and educators, representing more than 40 countries around the globe in taking a stand against bullying in our schools.

Stand4Change Day celebrates young people around the world standing up against negative social behaviors in their schools and raises critical awareness of the issue by driving more resources and support into the communities that need it most.

Defeat the Label's mission is to empower young people by promoting an inclusive and judgment-free society. Students are encouraged to make this change in their communities by realizing that they are the "change agents". The power is in their hands to make a difference.

The attached toolkit will provide everything you need to activate Stand4Change in your classroom. The program consists of a warm up and introduction to the issue, an anti-bullying pledge, age appropriate activities and ways for students to stay involved with Defeat the Label. The entire program takes about 30 minutes.

It is our suggestion that you begin the discussion around 11:30/11:45 and engage your students in the anti-bully pledge at noon EST. Please feel free to extend or shorten the program as you see fit. Additional information and resources are available at www.defeatthelabel.com.

At the end of the lesson please encourage your students to visit www.defeatthelabel.com and sign up to be a student ambassador and continue the hard work of creating a judgment-free environment without the stigma of social labels at your school.

We are thrilled you are joining us to [Stand4Change](#) and thank you for your support.

The Defeat the Label Team

Defeat the Label's Stand4Change 2017 Activities

Introduction

Provide students with a brief background on Defeat the Label and our mission.

“Defeat the Label’s mission is to empower young people to take a stand against bullying in their schools and communities by promoting an inclusive and judgment-free society. They work with artists, athletes and celebrities to educate young people, parents and educators (like myself) and provide us with social empowerment tools to help students take a stand against social labeling and bullying. Defeat the Label considers all students that are willing to take a stand, Upstanders. Upstanders are able to recognize when a situation isn’t right, and they take the power into their own hands to make a difference.”

“We have worked with artists, and celebrities including Sky Blu best known as one half of the musical duo LMFAO, Cody Simpson, Joe Jonas, After Romeo, Lucy Hale, Ryan Beatty, and various NHL and NFL athletes along with committed parents and students who have lost loved ones to bully attacks.”

Now, implement a quick warm up to get the students engaged. For the warm up exercise you want to get your students moving and thinking. We’ve included a set of facts below, ask your students to stand up and choose one individual to read one of the facts out loud. If they believe the statement is true, ask them to move to the right side of the classroom, if they disagree ask them to move to the opposite side of the classroom. All of the following statements are true.

- Every 7 minutes a child in the United States is bullied.
- 50% of all bullying incidents go unreported.
- About 30% of students in the United States are involved in bullying on a regular basis either as a victim, bully or both.
- 160,000 students miss school every day due to a fear of an attack or intimidation by other students.

Classroom Activities

Elementary Activity 1: Simon Says, “Who Are You?”

Workshop Overview: This activity is an excellent tool for helping students understand that people have similarities and differences.

Materials Needed:

- None

Lesson Plan:

Explain to students that they are going to play a version of “Simon Says” where they will have to move based on what you say. Tell them that they should watch each other carefully during the activity because they will be sharing one new thing that they learned about a classmate after the game is over.

Lead the game of Simon Says...

- Simon says, “Everyone with brown eyes, stand up.”
- Simon says, “Everyone with who has blonde hair, put your right hand on your head.”
- Simon says, “Everyone who has a dog as a pet, please stand on one foot.”
- Simon says, “Everyone whose favorite sport is basketball, please sit down.”
- Simon says, “Everyone who speaks more than one language, jump up and down.”
- Simon says, “Everyone who is left handed, tap your head.”
- Simon says, “Everyone who has a brother or a sister, touch your elbow.”
- Simon says, “Everyone who likes to sing, touch your nose.”

*Choose additional categories based on your students.

At the end of the game, have students sit in a circle. Ask each student to name one way in which he/she and another student are alike. For example, “I didn’t know that Lilly was left handed.” After each student has shared, explain how each of them are different. Some may have similarities or things in common, and others may not. This is the beauty of being you. People should be proud of their differences because that is what makes them unique.

Source: http://www.educationworld.com/a_lesson/00-2/lp2061.shtml

Elementary Activity 2: Code of Conduct

Workshop Overview: This activity is a great classroom activity for prompting the discussion of “What is bullying?” within your classroom.

Materials Needed:

- Poster Paper
- Markers

Lesson Plan:

In this exercise, you will have the opportunity to work with your students to design a classroom code of conduct. To begin, first ask your students “What is bullying?” Write the key phrases and words on the board or poster paper.

Once your class has come to an agreement on what bullying behavior is, use a new sheet of poster board to write your classroom definition of bullying and list what your classroom rules are.

Here are a few examples

- We will not bully other students.
- We don't tease, call each other names or put our classmates down.
- We don't shove, kick, punch or hit.
- We will help others that are being bullied by speaking out or getting adult help.
- We will use extra effort to include all classmates in our activities.
- We make new students feel welcome.
- We respect other's property. (school property too!)
- We look for the good in others and value the differences.
- We listen to other's opinions.
- We treat each other with respect and kindness.

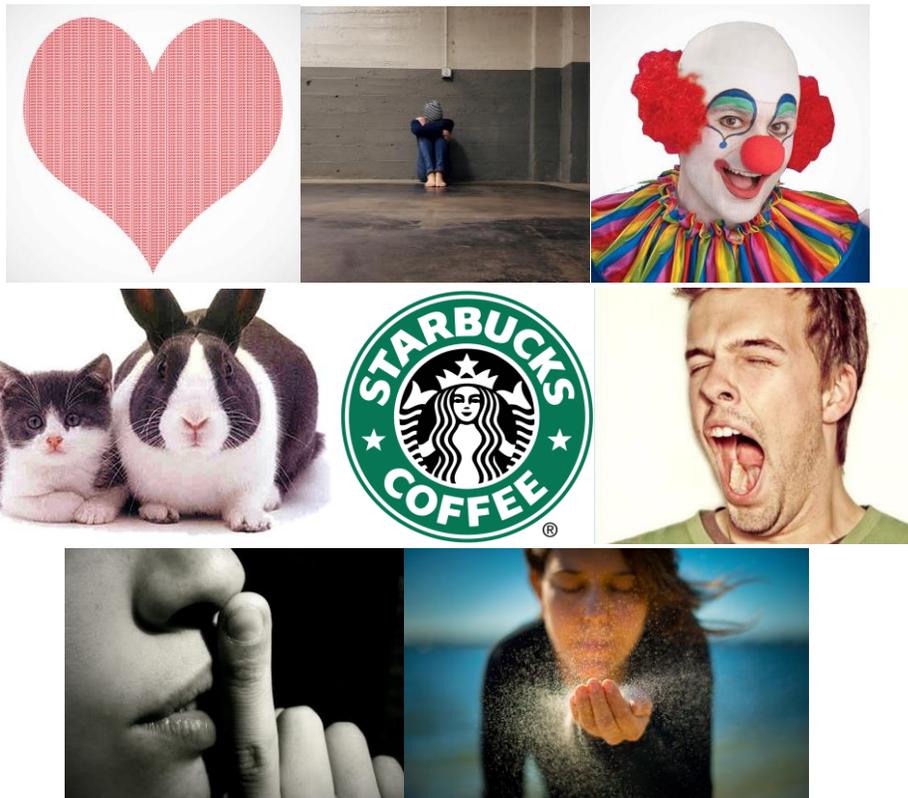
Remember that this project should be fun and creative as well as a thoughtful opportunity to give each student a voice ensuring that every student’s views and comments are being included.

Middle School and High School: Perspectives and Empathy Cube

Workshop Overview: This activity helps students explore the idea of individual perspectives and how to understand them using empathy.

Materials Needed:

- Large cardboard box
- Printed Pictures- (You can find your own or use a few of ours. You can access the [images shown below here](https://drive.google.com/file/d/0B_hQP35WBNqUakZvTHJMaTdUaoE/view?usp=sharing), or at this link- https://drive.google.com/file/d/0B_hQP35WBNqUakZvTHJMaTdUaoE/view?usp=sharing)
- Tape or Glue to attach pictures
- Blanket or Sheet – large enough to cover the box



Lesson Plan:

While your students are out of the room, place the box with pictures in the middle of the room and cover it. When students return, have them line up in the hallway. Once everyone is in line, explain to them that they will enter the room and spread out. Encourage them to be at different angles and distances from the covered box in the middle of the room. Once they pick a spot, they cannot move.

Once you remove the cover, they should silently think about how what they see on the box, makes them feel. If your students are easily influenced by those around them, then have them write down what they feel in one or a few words.

After they have had time to write, do around the room and ask them to share their feelings. Each student's feelings should be different depending on their distance and angle from the box. This is a great time to introduce the idea that our point of view on things, are shaped by our experiences. Some people are affected by things on a personal level and thus may have a "deeper" understanding, while others have only heard about things and as a result, a more "shallow" understanding.

Then allow students to get up and move around the box so they can better understand why others described their feelings the way they did.

Discussion:

- How does our distance/experience with something shape our perspective?
- How come when we move to a different angle/distance, we are better able to understand things from someone else's point of view?
- How sometimes we can be at the same distance and angle, but have different feelings about things (eg. The clown?)
- Is someone's opinion more valid or true if they have experienced something from a closer perspective?
- Is there a right and wrong opinion?
- How can you convince or tolerate a person who has a completely different opinion of you?
- How can your view of something be influenced by others?
- How do stereotypes relate to perspectives?

Source: <http://blog.classcreator.io/teaching-kids-about-perspectives-and-empathy/>

Stand4Change Pledge

Introduce the Pledge to your students.

“Bullying is known by many names. Whether it’s talking trash in the hallway, terrorizing someone on the Internet or committing physical violence; bullying hurts more than the person being bullied. It hurts everyone. Today we have the opportunity to stop bullying in its tracks.”

Ask your students to take the pledge by repeating after you:

I pledge to speak up when I see someone being bullied or treated unfairly.

I will be kind to my classmates, teachers and other people in my school.

I will reach out to help others who are bullied and need my help.

I, a student at (insert school name) pledge to be an Upstander.

And starting today, I will stand up and Defeat the Label.

Congratulate them for taking a stand against bullying.

Conclusion

Encourage your students to visit defeatthelabel.com and sign up to stay involved or “like” us on Facebook/Twitter or Instagram.

- www.facebook.com/defeatthelabel
- www.twitter.com/defeatthelabel
- www.instagram.com/defeat.the.label

“Each month, Defeat the Label will host exclusive giveaways for our fans that are part of our team standing up against bullies --sign-up now at defeatthelabel.com or “like” them on Facebook.”

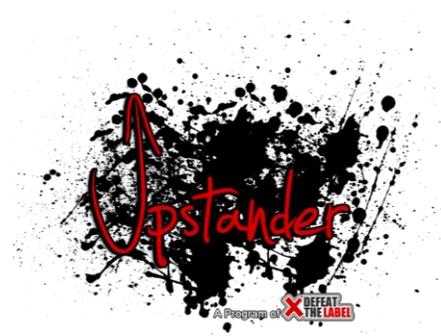
Additional Resources

Stopbullying.gov

StopBullying.gov provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.

Cyberbullying.org

Cyberbullying Research Center provides bullying and cyberbullying statistics, resources, presentations, downloads, activities, events, facts, examples, and more.



SPECIAL SECTION: **How to be an Upstander!**

An **Upstander** is a person who stands up or helps someone in need whether they are a victim of bullying or if they are just being treated unfairly. Upstanders recognize that they have the power to make a difference in their school and community. In fact, it was found that 55% of the time when an Upstander intervenes in a bullying situation, the bullying stops within 10 seconds. (Hawkins et al. 2001). Every day we have the opportunity to make our schools and communities a better place. Whether we are putting an end to bullying, reaching out to someone who needs our help, or just being a good person, we are acting as an Upstander.

Qualities of an Upstander:

- **Courageous-** Telling someone to stop treating others poorly is hard. That person might get angry with you but at least you know that what's important, is helping someone who needs your help.
- **Compassionate-** You recognize when someone is feeling hurt or upset and you don't want them to feel that way.
- **Empathic-** You can put yourself in someone else's shoes, even if you have never been in that situation. You can understand how someone may be hurting by imaging how it might affect you, if you were in that situation.
- **Assertive-** You can speak up for yourself and others, even if it means going against one of your friends who is doing something wrong.
- **Leader-** Upstanders are leaders in their groups of friends. They help others get along and are supportive of others.

Ways to be an Upstander:

- Call the bully out. Tell him/her stop.
- Befriend the victim. Ask him/her if they are okay and let them know that you saw what happened and that they are not alone.
- Tell a trusted adult. Afraid? Leave an anonymous note.
- Stop rumors and gossip when you hear them.
- Include all classmates in activities.
- Reach out to new students and make them feel welcome.
- Do not judge someone- value their uniqueness and individuality.
- Treat others with respect and kindness.

Activity: Upstander Role Plays

Workshop Overview: This activity helps students explore and practice the idea of how to be an Upstander in different social situations.

Materials Needed:

- None

Lesson Plan:

Have students separate into groups of 3 or 4. Assign each group a situation using the ones listed below, or create your own based on the social climate of your school. Let the students know that each person in the group will either be playing the role of the bully, the victim, or the Upstander. If there are 4 students in the group, they can choose to have either two bullies, two Upstanders or a bystander but they **MUST** have at least one Upstander. Give them 5 minutes to practice before presenting to the class.

- A student is making fun of another student for the clothes they are wearing. The people around them are laughing. What do you do?
- You are playing basketball with a group of boys in gym class. One boy keeps missing the shots and a couple of the boys start laughing at him and telling him that he plays like a girl. What do you do?
- You overhear a group of girls whispering about another student in your class. They are saying that she is “dirty” and doesn’t have a lot of money. What do you do?
- A younger student is pushed in the hallway by an older student for not getting out of his way fast enough. What do you do?
- Your friends won’t let the new student sit at your table for lunch. What do you do?

As a group, discuss their role plays and how they played the role of an Upstander.

Discussion:

- Why is it important to be an Upstander?
- What do you think will happen if more people stood up and spoke up for what is right?
- What are some practical ways you can avoid being a bystander and stand up for what is right?
- What are some real-life examples where you could act as an Upstander?